Syllabus

PP 785: Consultation and Supervision
Spring Trimester, 2002
Thursdays, 6:00-8:45 PM
David L Downing, PsyD

Course Description and Course Objectives

Professional Psychologists occupy a number of roles and provide a number of functions and services across a range of settings. The settings may or may not be involved with the delivery of health care services. Increasingly, clinical psychologists, trained primarily in the delivery of psychological assessment and psychotherapeutic services, are moving into administrative, consultative, and supervisory roles. Many such functions were formerly provided by Industrial/Organisational psychologists, psychiatrists, social workers, sociologists, or even professionals holding a principally business-related background. These developments have expanded the notion of “client”; or even “patient”, if you will.

Utilising psychoanalytical theoretical paradigms and associated principles, the course will offer a set of templates for viewing the ways in which the intrapsychic world of individuals becomes manifested on the stage of organisational/institutional life. The transmission of organisational “culture”, the development of professional identities of trainees, and the symbolically-laden nature of such processes as well as the psychologically meaningful functions that they embody will be discussed. The dialectical nature of the projective-introjective process this establishes will be emphasized. Awareness of these processes as derivatives of more unconscious trends will enable the psychologist to better function as a “participant-observer”, assessing, containing/holding, and even modifying a variety of organisational, intra- and inter-personal dynamics. Methodologies for assessing organisational dynamics and vicissitudes so as to develop and implement relevant programs of institutional change will be covered.

Office Hours

Office hours are by appointment. Students are encouraged to avail themselves of the instructor’s office hour times. The professor is in the office Monday through Friday, assuring student access, as needed. The Teaching Assistant can also be called for assistance and labs established for the integration of course materials and assignments.

Course Expectations

1. It is anticipated that all readings be completed prior to the class session so as to permit a seminar-like style, ambience, and dialogue. Classroom discussion, including Question & Answer, as well as grappling with/containing ambiguity will be a principle way the course will proceed; and provide the instructor with a basis for assessing each member’s internalisation of course content.

2. On a weekly basis, students should submit one critical question of salience for them that arose in the context of perusing material from at least one of the assigned readings/chapters. It is expected that the students take a key concept, organisational, supervisory/clinical dynamic, and develop a question that is non-rhetorical or self-evident. In short, it should represent a clear area of interest, puzzlement, concern, etc, on the student’s part, regarding a matter they wish to
understand. These questions should be typed; note the author(s); chapter/article referenced; and the page number(s) wherein the material may be found.

Additionally, sufficient copies should be made so that each student, as well as the professor, may receive a copy of the questions.

3. On a weekly basis, the student will be expected to apply a key concept, organisational, supervisory/clinical dynamic from the readings and elaborate on this in a “vignette” or supervisory/organisational “moment”. The student may draw from their own current or past experiences as an administrator, supervisor, supervisee, employee, member of an organisation, etc. This should be pithy; no longer than one type-written page. Again, reference the author(s); the chapter/article referenced; and the page number(s) wherein the related material may be found.

Again, sufficient copies should be made so that each student, as well as the professor, may receive a copy of the “vignettes”.

4. Students will be expected to research and produce a scholarly term paper, minimally ten pages, in APA-format, based upon a matter of relevance to the organisational-consultative subject matter of the course, and of interest to the student. Examples of more detailed research projects are contained in the readings and texts, for reference and guidance. Topics may include attention to administration proper, related areas such as Quality Assurance, Utilisation Review, organisational analysis and restructuring, or program planning and development. The student must consult with the instructor regarding their topic and have this approved. Papers are due by the tenth week of class.

5. Students will pair off in “supervisor-supervisee” dyads during this portion of the course. Each student will have the opportunity to occupy both roles. The material to be supervised can be derived from current practica clinical responsibilities. A video- or audio-tape of the “session” needs to be submitted to the professor, along with the evaluations of the experience submitted by each member of the dyad. Additionally, a brief summation of the treatment session discussed should be included (brief background notation, treatment context, content of the session, main focus/question for the supervision). Completion of this project should be by the eleventh week of class.

6. The above requirements will be weighted as follows: A. Class participation and submission of weekly discussion materials: (25%); B. Scholarly paper: (35%); C. Supervisor-Supervisee project: (40%).

7. It is the responsibility of students with special needs to bring these to the attention of the Instructor.

8. Students will be held accountable to the School’s policy regarding academic integrity, with respect to matters including plagiarism, etc [Review Argosy University, Illinois School of Professional Psychology/Chicago Northwest Campus Academic Catalogue]

Course Readings

Required readings are purchased through MBS Book Services. They maintain twenty-four hour per day ordering through the Internet for your surfing convenience. All required texts are on reserve in the Library. The Instructor as necessary will provide other materials.
I. CONSULTATION AND ADMINISTRATION

**Class One**  
**Introduction to the course and general overview. Some tentative definitions and conceptual schemas. The identity and training of the Consultant.**


**Class Two**  
**Psychoanalytical principles as applied to the understanding of organisational dynamics, culture/life. The dialectical balance between the internal and external worlds.**


**Class Three**  
**Theoretical considerations (continued); with greater consideration of the impact of the organisation on individuals’ mental health and adjustment. Organisational dysfunction.**


**Class Four**  
**Class Three, continued.**


**Class Five**  
**Can organisations be ‘diagnosed’? Effecting organisational change. Other aspects of the Consultant's role, including agent d’change or agent provocateur.**


Class Six  
Practical applications and case studies.


II. SUPERVISION

Class Seven  
Basic Models and assumptions; necessary precursors to developing/securing a ‘holding’ & facilitating environment for the supervisee; professional identity formation.


Class Eight  
Further comments on constructing the relationship between supervisor and supervisee; issues of “goodness of fit”; shared and divergent ideologies, philosophies, and aims.


**Class Nine**  
Dialectical & psychodynamic processes evident in the psychotherapy-supervisory processes & patient-therapist/supervisor-supervisee relationships; the learning process & its vicissitudes.


**Class Ten**  
Special Issues in the Supervisory Process I; including the importance of self-esteem within the supervisory/psychotherapeutic holding environment.


**Class Eleven**  
Better house-keeping: attending to neglected realms.


Required Texts


