

Syllabus

PSYC 6375: Supervision and Consultation

The University of Texas at Tyler

Fall 2026, Monday 11-1:45pm (HPR 235)

Instructor: Dennis R. Combs, Ph.D.

Chair and Professor of Psychology

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Description: The development, planning, and process of supervision and consultation. Models and theories of supervision and current consultation practices will be reviewed.

Note. This course is required for students in the Clinical Psychology Ph.D. Program. Students will gain supervision experience by assisting master's level students enrolled in PSYC 5392.

Student Learning Objectives:

- 1) Student will learn about models and practices of supervision
- 2) Students will become familiar with the empirical research on supervision
- 3) Students will learn about the consultation process and how to implement consultation activities in a variety of professional settings
- 4) Students will develop a personalized model of supervision practices
- 5) Students will obtain practice in supervising early career students to develop supervision competencies.

Required Books:

Bernard, J.M., & Goodyear, R.K. (2019). *Fundamentals of clinical supervision*. (6th ed). Upper Saddle River, NJ: Pearson.

Falender, C.A. & Shafranske, E.P. (2020). *Consultation in psychology: A competency-based approach*. Washington DC: American Psychological Association.

Grading and Evaluation Activities:

1. Prepare for and attend all class meetings and participate fully in these meetings (10% of your grade).
2. Supervision Paper- For this paper, you will elaborate on your style/model of supervision and your professional development over the semester in your supervision skills. The paper must include the model and practices of supervision you are using (30% of your grade). A grading rubric will be provided.

3. Consultation Paper- You will be given a consultation problem and your paper will discuss your processes, approach, and methods to effectively handle the problem (30% of your grade). A grading rubric will be provided.

4. Serve as a “peer supervisor” to students in the clinical psychology program who are enrolled in PSYC 5392. You will meet with your assigned student 3-4 times during the semester to provide ongoing peer supervision and support. One of the sessions will be recorded to review with Dr. Combs and/or Dr. McGuire who teaches PSYC 5392. Complete the SCSE for supervisees and you will receive supervisor feedback from the class instructor/students on the SSRF as to your progress and development (20% of your grade).

5. Discussion Leader- you will be asked to lead the class discussion 2 times per semester on the chapter and readings assigned (10% of your grade)

Course Grading Scale:

A = 90-100

B = 80-90

C = 70-80

D = 60-70

F = Below 59

University Policies and Information

Withdrawing from Class

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal.

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. **CAUTION #2:** All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic

Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center.

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

AI is not permitted in this course at all.

The work submitted by students in this course will be generated by themselves. This includes all process work, drafts, brainstorming artifacts, editing, and final products. This extends to group assignments where students must collaboratively create the project. Any instance of the following constitutes a violation of UT Tyler's Honor Code: a student has another person/entity do any portion of a graded assignment, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, using a previously submitted assignment and/or using AI tools (such as ChatGPT).

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade *only when **all of the following conditions are met***: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the

student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form Library.

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

CEP Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

CEP Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Clinical Psychology Ph.D. Program Mission:

The University of Texas at Tyler's Ph.D. Program in Clinical Psychology strives to educate and provide high quality training to students in the science and practice of clinical psychology with an emphasis on the development of clinical and research skills to work with underserved populations. Students will be prepared to work in a variety of educational, research, and clinical settings. The program is based on the scientist-practitioner model of professional training and emphasizes evidence-based practices. Training in research and psychological science, intervention and assessment methods, ethics and professional dispositions, supervision and consultation, and a sensitivity to and awareness of issues diversity and individual differences are embedded throughout the curriculum.

Tentative Class Schedule

8/31 Class Introductions and Assignments

9/7 Labor Day Holiday, No Class

9/14 Introduction to Clinical Supervision- Dr. Combs

Bernard & Goodyear, Chapter 1, **(Introduction to Clinical Supervision)**

9/21 Models of Supervision, Part 1

Bernard & Goodyear, Chapter 2, **(Supervision Models: Psychotherapy-Based and Developmental Models)**

Smith, K. (2009). Brief Summary of Supervision Models, in Proceedings from the ACS Conference.

Cummings, J.A., Ballantyne, E.C. & Scallion, L.M. (2015). Essential processes for cognitive behavioral clinical supervision: Agenda setting, problem-solving, and formative feedback. *Psychotherapy*, 52, 158-163.

9/28 Models of Supervision, Part 2

Bernard & Goodyear, Chapter 3, **(Supervision Models: Process Models and Second-Generation Models)**

Kuhne, F., Mass, J., Wiesenthal, S., & Weck, F. (2019). Empirical research in clinical supervision: A systematic review and suggestions for future studies. *BMC Psychology*, 7 (54), 1-11.

10/5 The Supervisory Relationship (Student #1)

Bernard & Goodyear, Chapter 5, **(Supervisor Relationships: Supervisee and Supervisor Factors)**

Phillips, J.C., Parent, M.C., Dozier, C., & Jackson, P.L. (2017). Depth of discussion of multicultural identities in supervision and supervisory outcomes. *Counseling Psychology Quarterly*, 30, 188-210.

Borders, L.D., Lowman, M.M., Eicher, P.A., & Phifer, J.K. (2023). Trauma-informed supervision of trainees: Practices of supervisors trained in both trauma and clinical supervision. *Traumatology*, 29, 125-136.

- 10/12 Organization and Format of Supervision (Student #2)**
- Bernard & Goodyear, Chapter 7 (**Organizing the Supervision Experience**) and Chapter 8 (**Individual Supervision**)
- Cooper, L.D., & Wieckowski, A.T. (2017). A structured approach to reflective practice training in a clinical practicum. *Training and Education in Professional Psychology*, 4, 252-259.
- Review sample supervision contract
- 10/19 Ethics and Evaluation of Supervision (Student #3 and Student #4)**
- Bernard & Goodyear, Chapter 10, (**Evaluation**) and Chapter 11 (**Ethics and Legal Foundations**)
- Reiser, R.P., & Milne, D.L. (2017). A CBT formulation of supervisees' narratives about unethical and harmful supervision. *The Clinical Supervisor*, 36, 102-115.
- Hutman, H. & Ellis, M.V. (2020). Supervisee Nondisclosure in clinical supervision: Cultural and relational considerations. *Training and Education in Professional Psychology*, 14, 308-315.
- Muir, H.J., Coyne, A.E., Boswell, J.F. & Morrison, N.R. (2019). Ethical implications of routine outcomes monitoring for patients, psychotherapists, and mental health care systems. *Psychotherapy*, 56, 459-469.
- Review the Working Alliance Inventory for Therapy Outcomes
- Review the Student Clinical Skill Evaluation measure (SCSE)
- Review Supervision Toolbox (Appendix B in book)
- 10/26 Individual Supervision Meetings and Paper Preparation Work**
- 11/2 Defining Consultation (Student #1 and Student #2)**
- Falender & Shafranske, Chapter 1 (**Consultation in Psychology: A Distinct Professional Practice**)
- Handout: Steps in the consultation process format**
- Best Practices in Consultation (Dr. Combs)**
- Falender & Shafranske, Chapter 2 (**The Competency Framework: Best Practices in Consultation**)
- 11/9 Consultation Contexts *Supervision Paper Due* (Student #3)**
- Falender & Shafranske, Chapter 8 (**Medical Consultation**)

Campbell, C.D., O'Friel, M., Campbell, D.L., & Kennedy, J. (2009).
Practicum training in emergency consultation in a rural hospital.
Training and Education in Professional Psychology, 3, 177-183.

Edwards, K.S., Rosen, R.C., Smith, L.D., Garvert, D.W., Graham,
B.C., Hoyman, L.C., Humphrey, S., & Ruzek, J.I. Group telephone
consultation after online self-administered training: Acceptability
and feasibility. *Training and Education in Professional Psychology*,
3, 198-206.

- 11/16 Consultation Contexts, Ethics/Legal (Student #4)**
Falender & Shafranske, Chapter 5 (**Consultation in
Interprofessional Practice and Collaboration**) and Chapter 3
(**Ethical, Legal and Professional Issues in Consultation for
Psychologists**)
- 11/23 Thanksgiving Break, No Class**
- 12/1 Complete SSRF and SCSE for Supervision Activities; Supervision
Feedback**
- 12/8 *Consultation Paper Due***