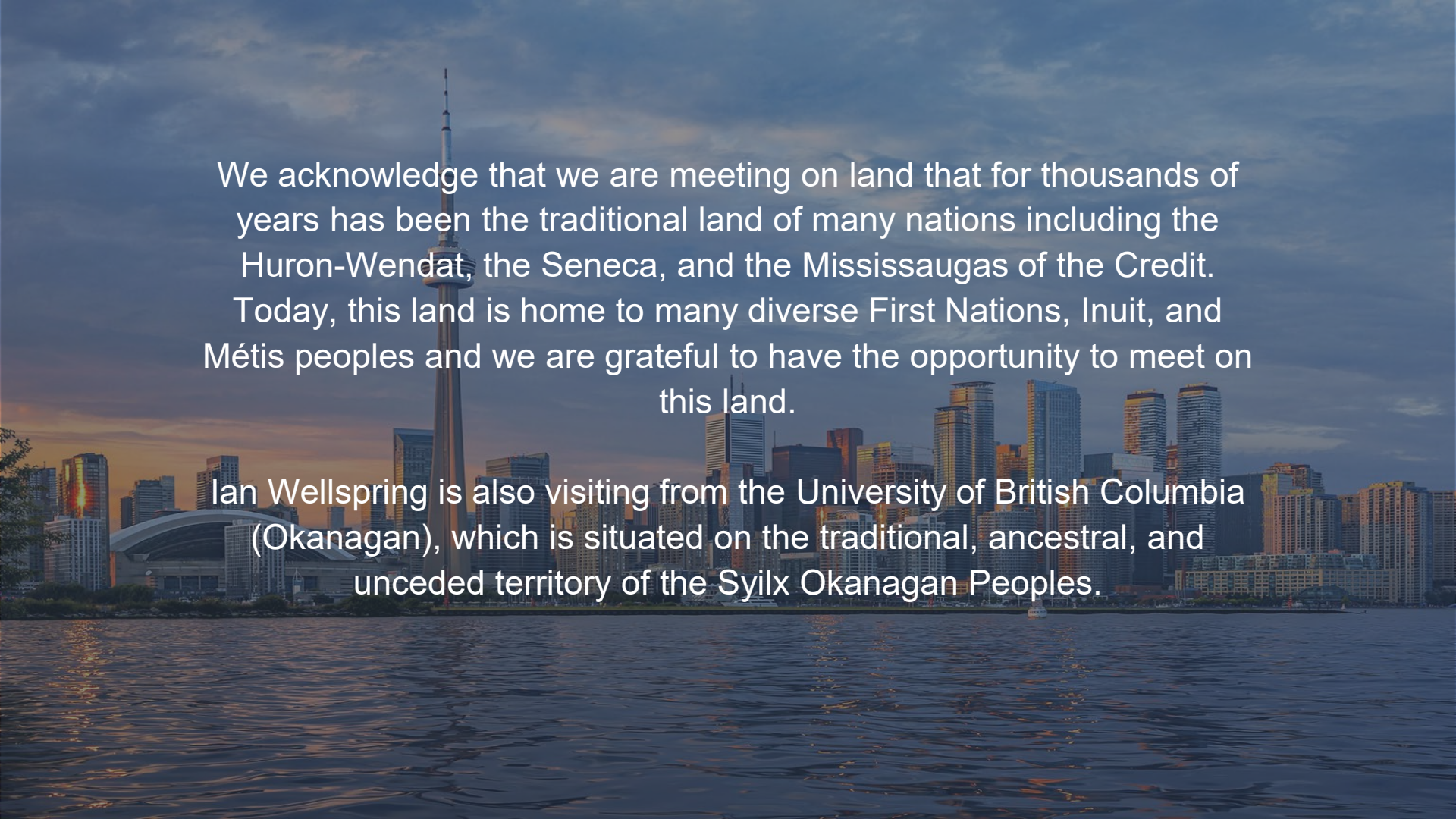


# Recommendations and Guidelines for Establishing and Maintaining Co-Supervision Arrangements in Graduate Level Psychology Training

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Prepared by the Graduate Training Subgroup of the CCPPP Task Force Against Racism and Discrimination in Canadian Psychology Training and Practice

A photograph of the Toronto skyline at dusk, featuring the CN Tower and various skyscrapers reflected in the water of Lake Ontario. The sky is a mix of blue and orange from the setting sun.

We acknowledge that we are meeting on land that for thousands of years has been the traditional land of many nations including the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this land is home to many diverse First Nations, Inuit, and Métis peoples and we are grateful to have the opportunity to meet on this land.

Ian Wellspring is also visiting from the University of British Columbia (Okanagan), which is situated on the traditional, ancestral, and unceded territory of the Syilx Okanagan Peoples.

# Today's Agenda

An overview of the  
Graduate Training  
Subgroup's Topics



Who are we?



Identified Gap



Data Collection



Overview of Guiding Principles



Next Steps

# What is the aim of the Graduate Training Subgroup?

The aim of the Graduate Training Subgroup of the CCPPP Task Force Against Racism and Discrimination is to support current graduate students in psychology and counselling programs across Canada.



Foster



Advocate



Collaborate

# Identified Gap in Supervision

- Recent calls for training programs in professional psychology to be more socially responsive, amplify the voices and perspectives of under-represented groups, and integrate cultural humility and intercultural engagement into students' training
- One avenue to help promote such goals: **Co-supervision**
  - Collaborative experience between a clinical trainee, a licensed psychologist, and a licensed allied mental health professional
  - Provides trainees with experience in areas where psychologists may not be regularly employed, but where members of historically underserved groups are often accessing services

DCTs across Canada were surveyed between April and September 2021

DCTs broadly noted difficulty with creating co-supervision arrangements

Issues such as funding, lack of available opportunities, and lack of clear guidance were barriers

DCTs were given the opportunity to provide their contact information for a follow-up focus group to foster discussion

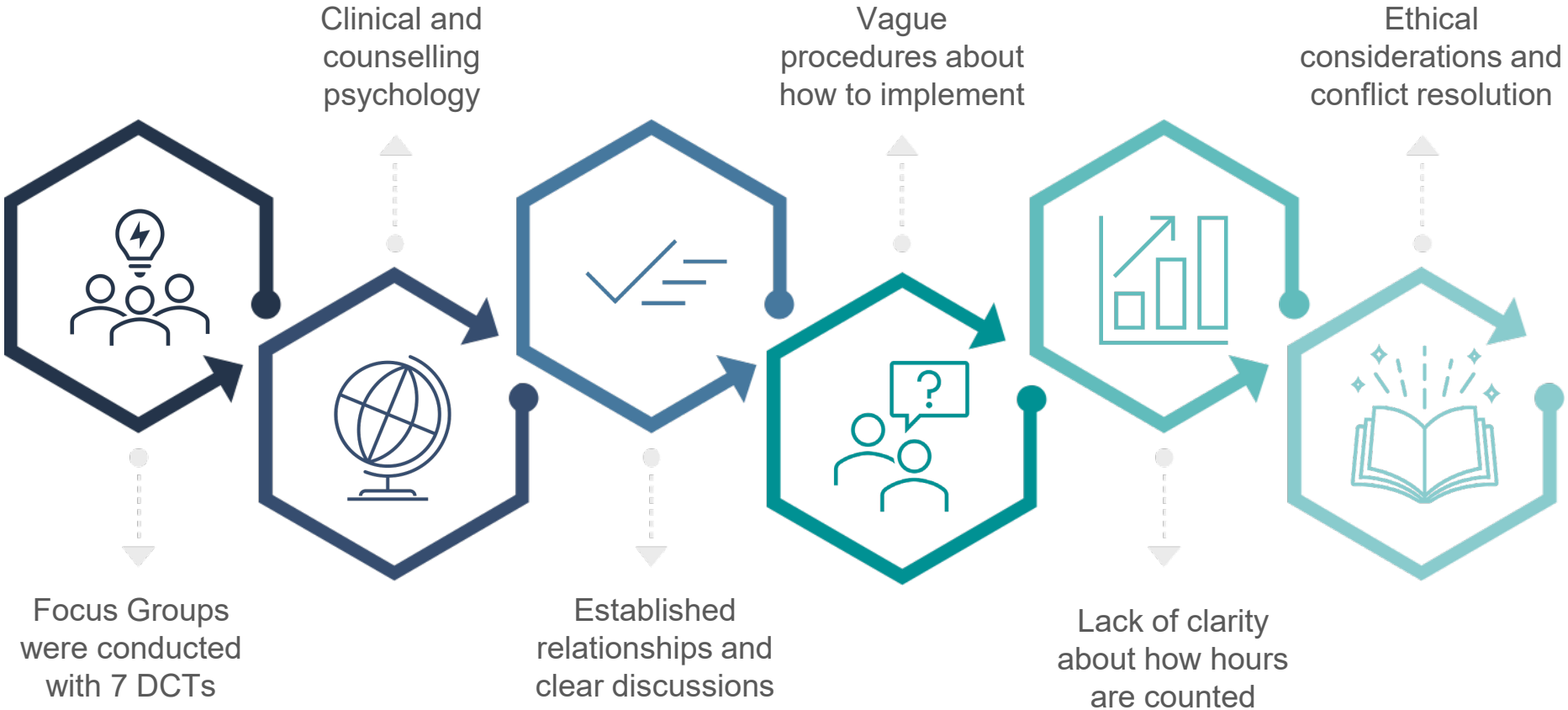


## Initial Survey

The Graduate Student Subgroup began eliciting perspectives of Directors of Clinical Training (DCT).

The aim was to garner information on the availability of practicum experiences with historically underserved and under-represented groups offered to professional psychology graduate students.

# Focus Groups



# Guiding principles and considerations

- Based on the findings from the survey and focus groups, we developed a set of guiding principles and specific factors to consider
  - These are especially salient when the supervising psychologist is 'off-site' and not part of the treatment team in the practicum setting
- Guiding principles include:
  - Co-supervision arrangements should be made in the spirit of partnership and collaboration
  - Formal co-supervision agreements should be made prior to the start of a student's practicum
  - Potential power dynamics should be considered in the development of such agreements



# Specific factors/issues to consider

- Access to client documentation
  - Who has access to client documentation and how?
  - Discussion of confidentiality requirements and disciplinary standards is important
- Documentation
  - The supervising psychologist, co-supervisor, and student should discuss the process and expectations for record keeping
  - Can be a learning opportunity for students to gain an understanding of different approaches to record keeping, while ensuring our professional requirements are met
- Informed consent
  - Need to ensure that student is meeting all requirements from relevant college and CPA Code

# Specific factors/issues to consider

- Liability and clinical responsibility
  - Clear understanding and expectations to be set out prior to start of practicum
  - What steps should be taken in the case of an emergency? What is the division of responsibility? Where does the liability lie?
- Supervisor roles
  - Integration of didactic and professional development opportunities
  - What is the process for communication between the co-supervisors?
- Conflict resolution
  - Proactive planning and discussion is ideal
  - Suggested use of CPA Code of Ethics and other relevant ethical frameworks

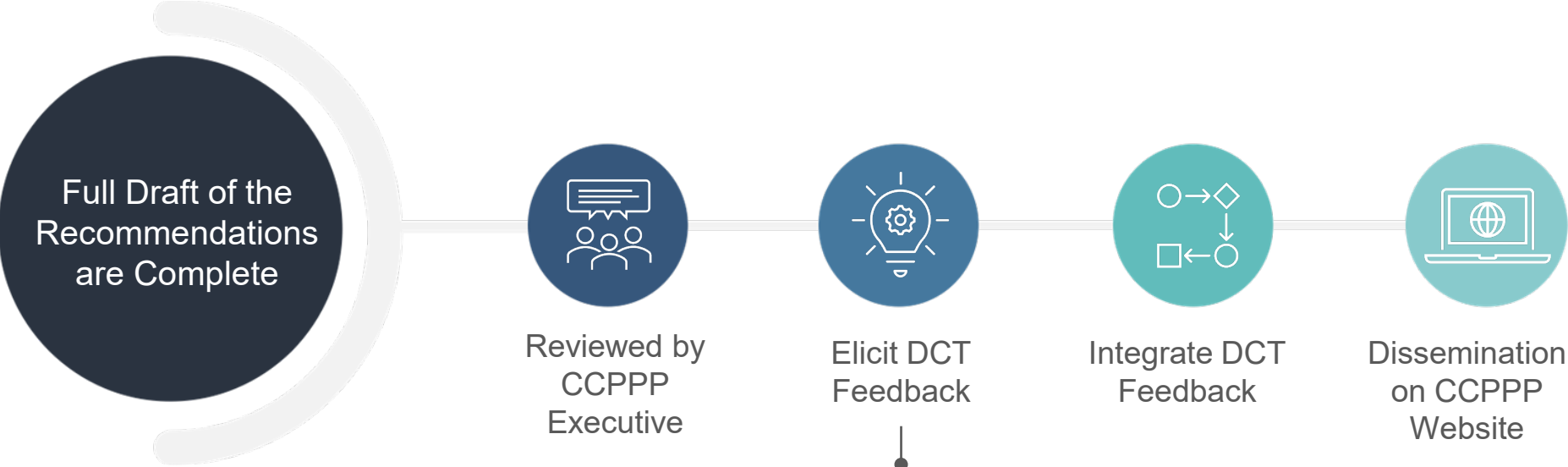
# Specific factors/issues to consider

- Counting hours (with focus on APPIC process)
  - Important concern and consideration for students and training programs alike
  - Assuming they are sanctioned by the training program, supervision hours can be counted under 'Supervision - Licensed Allied Mental Health Professional'.
  - Existence of this category on the APPI suggests the formal recognition of this type of training experience
  - Students are also encouraged to discuss their co-supervision experiences in their application materials

# Specific factors/issues to consider

- Potential ways that graduate students may articulate how co-supervision has added value to their training:
  - Expanded their cultural competency and humility
  - Allowed them to provide services to underserved populations
  - Provided breadth of training
  - Contributed to expanding the potential role of psychology in varied practice settings
  - Helped to advance their ability to meet CPA competencies (e.g., interdisciplinary teamwork).

# Current status and next steps



**Are you a DCT and did not get the email?  
Let us know!**

Feedback due July 31st, 2023



Questions?  
Feedback?  
Discussion?



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**Thank-you!**