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### General Information

**Instructor:** Dr. Jaime Flowers, Ph. D, BCBA, NCSP

**Title:** Remediation of Supervision Trainees

**BACB CEs:** 3 CEUs in supervision

**IBAO CEs:** 3 General credits

**QABA CEs:** 3 General CEUs

Supervision is a key aspect of clinical training programs, yet there is a lack of research on this important subject. The research deficit creates serious problems in the both the evaluation and supervision of trainees in clinical professions. The available literature, which is primarily found in the clinical psychology literature, demonstrates that remediation of trainees is a complex process that requires supervisors to develop explicit guidelines prior to engaging in remediation and following procedures that emphasize effective remediation and due process. One of the few resources for developing supervision remediation plans is the American Psychological Association's (APA) Competency Remediation Plan (CRP). This course presents the CRP as a guideline to creating a plan for trainees whose performance requires remediation, along with a summary of the published literature on supervision and remediation in related fields.

### Speaker Bio

Dr. Jaime Flowers holds the position of Professor of School Psychology at Stephen F. Austin State University. Holding a License in Educational Psychology (LEP) in California, and a License as a Specialist in School Psychology (LSSP) in Texas. Additionally, she is recognized as a Board Certified Behavior Analyst (BCBA) and a Nationally Certified School Psychologist (NCSP). Dr. Flowers' scholarly pursuits are primarily focused on the realms of behavior analytic ethics and functional behavior analysis within educational environments. Her research endeavors contribute significantly to the advancement of knowledge and practices in these critical areas of study.

### Learning Objectives

1. Learn the research on remediating trainees.
2. Learn how to assess professional competencies during clinical supervision.
3. Learn how to create rubrics to assess competencies during clinical supervision.
4. Learn how to create a competency remediation plan and implement the remediation process.

### Course Assignments, Activities, and Technology

	Title
<i>Lesson 2</i>	Introduction
<i>Lesson 3</i>	Research
<i>Lesson 4</i>	Assessment
<i>Lesson 5</i>	Competency Remediation Plan
<i>Lesson 6</i>	Assignment
	Final Quiz



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## Evaluation and Assessment

Participants must score 80% or better on all quizzes and exams. Participants also must turn in all assignments and respond to all discussion boards. Participants will have multiple opportunities to complete these activities if the first attempt is not satisfactory.

## References

- American Psychological Association (2015, January). *Resources related to trainees with problems of professional competence*. <https://www.apa.org/ed/graduate/competency-resources>
- American Psychological Association. (2017, January 1). *Ethical principles of psychologists and code of conduct*. <https://www.apa.org/ethics/code/ethics-code-2017.pdf>
- Bennett, R. E. (1979). Methods for evaluating the performance of school psychologists. *ETS Research Report Series, 1979*(2), 45-59.
- Chafouleas, S. M., Clonan, S. M., & Vanauken, T. L. (2002). A national survey of current supervision and evaluation practices of school psychologists. *Psychology in the Schools, 39*(3), 317-325.
- Guiney, M. (2019). *The school psychology supervisor's toolkit*. Routledge.
- Jacob, S., Decker, D. M., Lugg, E. T., & Diamond, E. (2022). *Ethics and law for school psychologists* (8<sup>th</sup> ed.). John Wiley & Sons, Inc.
- Kaslow, N. J., Borden, K. A., Collins, Jr., F. L., Forrest, L., Illfelder-Kaye, J., Nelson, P. D., Rallo, J. S., Vasquez, M. J. T., & Willmuth, M. E. (2004). Competencies conference: Future directions in education and credentialing in professional psychology. *Journal of Clinical Psychology, 60*(7), 699-712.
- Kaslow, N. J., Rubin, N. J., Forrest, L., Elman, N. S., Van Horne, B. A., Jacobs, S. C., Huprich, S. K., Benton, S. A., Pantesco, V. F., Dollinger, S. J., Grus, C. L., Behnke, S. H., Shen Miller, D. S., Shealy, C. N., Mintz, L. B., Schwartz-Mette, R., Van Sickle, K., & Thorn, B. E. (2007). Recognizing, assessing, and intervening with problems of professional competence. *Professional Psychology: Research and Practice, 38*(5), 479-492.
- Lamb, D. H. & Swerdlik, M. E. (2004). Identifying and responding to problematic school psychology supervisees: The evaluation process and issues of impairment. *The Clinical Supervisor, 22*(1), 87-110.