

THE GEORGE
WASHINGTON
UNIVERSITY
WASHINGTON, DC

21st Annual Rehabilitation Symposium: March 12, 2021

Clinical Supervision: Training and Reflections



It's a big year at GW!



And, it's been a strange year!



Zoom Polls



Thanks For Your Efforts and Your Interest

- You are here because you are interested in participating in this crucial aspect of our student's professional development.
- We appreciate your efforts.

“I’m a supervisor and I’m interested in working with GW Students”

***What are some basics that I need to consider or
that I need to know?***

Objectives For This 1 Hour Meeting

- Part 1: About Us: Broad Overview of Practicum/Internship
- Part 2: Continuing Education: High Level Discussion Pertaining to Supervision/Some Relevant Rehab Counselor Supervision Literature
- Q & A – How Can We Help?

If you registered for this session...

- We will send you the .pdf version of these slides.

About Us

Part 1

Practicum/Internship Basics

- Practicum – 100 hours (60 indirect/40 direct)
- Internship (I and II) – 600 hours (360 indirect/240 direct)

Our Students

On-Campus

- Rehabilitation Counseling
- Clinical Mental Health Counseling
- School Counseling
- Ph.D. in Counseling

Online

- Rehabilitation Counseling
 - 48 Credit Hour
 - 60 Credit Hour

Student Population

- Bright!
- Engaged and Motivated
- Home states throughout the country
- International Students
- Diverse backgrounds
- Some have counseling and human service experience.
- Some are career changers and are looking forward to beginning work in our field.
- Some are straight out of undergrad and excited about learning about our field.

Our Faculty

Descriptors

- Clinically Focused
- Research Focused
- Involved in the Profession
- Some licensed
- Some certified
- All meet CACREP standards for faculty supervisors
- School, Rehabilitation, and Clinical Mental Health
- Some identify more as counselors, some as supervisors, some as school counselors, some as counseling psychologists, some in private practice... in short, there are a lot of different professional identities

In Common

- All care deeply about the program, our students, the clients they serve, and about maintaining the top quality associated with our Program.

Practicum

Requirements/Resources:

Some Context

- *Interpersonal Process In Therapy: An Integrative Model* (Teyber & Teyber, 2017).
- CARES Notes (Client, Analysis, Recommendations, Ethical Considerations, Style/Interventions)
- Basic Group Facilitation
- Case Presentations
- Transcriptions (annotated)
- Hours Logs
- Supervisor Evaluations
- Journal Entries

Some GW Terms

- Memorandum of Understanding (MOU)
 - Dr. Megivern (Coordinator of Clinical Training) and Kallie Aultman; online Dr. McGuire-Kuletz and Dr. Megivern
- Time2Track
- CCSC – Community Counseling Services Center
 - Dr. Megivern (Director); Dr. McCullough (Assistant Director)

CCSC

- Offers confidential, low-cost services to community members and students in the greater Washington, D.C., metropolitan area.
 - Clinical training facilities for graduate-level students, working under faculty supervision.
 - Both the Foggy Bottom and Alexandria centers offer confidential, low-cost services to community members and students in the greater Washington, D.C., metropolitan area, including:

CCSC Services

- Individual counseling
- Family and couples counseling
- Child and adolescent counseling
- Career assessment services
- Consultation and referrals

On Campus

- CCSC –
 - Course Instructor
 - Doctoral Supervisor
 - CCSC Staff Member
 - See outpatient clients on a weekly basis
 - Variety of client backgrounds and issues

Online

- First 100 hours within your agency
- So let's put some context around this...

Online Practicum

- Students should be involved in the full range of activities and services offered by the site.
- The University recognizes that the service will vary depending on the philosophy and goals of the site and the individuals served. Typically, these services include:
 - Individual counseling
 - Group counseling
 - Career development
 - Appraisal and assessment
 - Information dissemination
 - Staff/faculty meetings
 - Supervision
 - In-service training
 - Consulting
 - Referral
 - Program development and evaluation
 - Maintaining records
 - Child study team meetings
 - Outreach activities

During the Practicum – On Campus and Online

- Counseling Skills
- Case Conceptualization
- Interventions based in theory
- Plan Development
- Client Rapport
- How to use supervision appropriately

Internship

Standards Covered Relate to Both Online and
On Campus

Internship

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Rehabilitation Specific Components

- Section XI of the Practicum/Internship Evaluation
- **Rehabilitation counselors require an average of one hour per week of individual supervision by a Certified Rehabilitation Counselor (CRC).**

Supervision

- **Rehabilitation counselors require an average of one hour per week of individual supervision by a Certified Rehabilitation Counselor (CRC).**
- A minimum of 2 hours a week of group supervision (for rehabilitation counseling students, this must be provided by a certified rehabilitation counselor). **Class Meeting.**

Some Internship Factors

- On-Campus
- Final stage of study
- They are focused on this clinical capstone and this is (for most) the only class they are enrolled in.
- You have their undivided attention

Internship Online

- You have the continuity from Practicum all the way through Internship I and Internship II

Direct and Indirect Hours

Some Basics

- At least 240 hours of direct service, including experience leading groups.
- Master's level counselor trainees must have counseling or counseling related experience with individuals, families, or groups served by the field site for a minimum of ten direct hours per week.

Direct/Indirect

- Direct: Client sessions, community outreach, group therapy sessions, mentoring, phone calls with other clinicians related to your cases (e.g., psychiatrists, case managers, physicians), IEP meetings about students, guidance lessons, and family meetings at schools. In addition, there may be opportunities for community outreach.
- Indirect: Internship classes, supervision sessions, reading charts, writing progress and process notes, preparing for client sessions, grand rounds, meetings with teachers, and research/preparation time for sessions or psycho-educational lessons.

Communication Points

When will you or when should you be in touch with GW
Contacts?

University/Site Contact Points in Time

- MOU
- Interview with Student
- Forms to get Practicum/Internship formalized
- Start of Semester
- Mid-Point Evaluation
- Wrapping Up Semester
- At any point when you experience challenges, have questions, need ideas, etc.

Evaluation Categories

- The entire Practicum/Internship Evaluation will be sent to you with this presentation.

Time2Track Hour Approvals

- You will get an initial link to set up a Time2Track account.
- There will be some general information relative to navigating through the system.
- Keep in mind: All tracking systems are a combination of good and less than good but we are here to help.

To Be A Supervisor

Requirements for Supervisors

- Supervisors: On-campus and On-line Rehabilitation Counseling
- **Rehabilitation Counseling Supervisors Qualifications**
- A master's degree in rehabilitation counseling, counseling or a related field
- Certified Rehabilitation Counselor (CRC)
- A minimum of two years of post-degree counseling experience
- Training in clinical supervision
- Familiarity with and adherence to the ethical codes of the ACA, CRCC and ASCA
- Also see Supervisor Data Form

Beyond that...

- An interest in being a part of the professional development of the next generation of counselors.
- A deep caring for the student interns and helping them to integrate and add to the excellent services your organization provides.

Forms

- Guidelines for Site Supervisors included in materials you will receive.
- Others include:
 - Field Site Supervisor Agreement Form
 - Supervisor Data Form

Developing a 'Self-Serve' Resource to Complement This training

Continuing Education Topics – Part 2

Clinical Supervision

- Not a topic that should intimidate you.
- Today – I challenge you to find a piece of information that will energize you or you are interested to explore further.
- Supervision is about sharing knowledge, quality assurance and encouragement.
- At GW, we are about inclusion, not exclusion.
- Literature – We still have a great deal of work to do in this area. Anyone considering a Ph.D. program?

Best Practices in Clinical Supervision

- <https://acesonline.net/wp-content/uploads/2018/11/ACES-Best-Practices-in-Clinical-Supervision-2011.pdf>
- Great place to start relative to your fund of knowledge about supervision.

ACES Best Practices in Clinical Supervision

- Initiating Supervision
- Goal Setting
- Giving Feedback
- Conducting Supervision
- Supervisory Relationship
- Diversity and Advocacy Considerations
- Ethical Considerations
- Documentation
- Evaluation
- Supervision Format
- The Supervisor
- Supervisor Preparation: Supervision Training and Supervision of Supervision

Players in Supervision

- Intern (sometimes referred to as resident)
- Clinical Supervisor
- Site Supervisor
- University Instructor/Supervisor
- Doctoral Supervisor

So What Is Clinical Supervision?

Clinical Supervision:

The purpose is to

- *Enhance the professional functioning* of more junior person – provide additional training (develop & expand skills, attitudes, & thinking)
- *Provide additional support*
- *Monitor quality* of professional services offered to clients
- *Serve as gatekeeper* of the profession

(Bernard & Goodyear, 2004)

Supervisory Working Alliance

- Will refer to this multiple times today.
- Historically developed by Bordin (1983).
- Basically applies the Therapeutic Working Alliance concepts to supervisor/supervisee as opposed to counselor/client.
- Those concepts are goals, tasks, and bonds.

Types of Models

- Developmental
- Orientation Specific

Models of Supervision

- Integrated Development Model (IDM)
- 4 levels of development; trainee moves forward by developing greater:
 - Self Awareness
 - Motivation
 - Autonomy

IDM - Continued

- Supervisor begins in a more prescriptive manner
- Then moves toward greater use of conceptualization, and
- Finally toward helping CI develop their own orientation

Discrimination Model

- Areas of Focus
 - Intervention (skills demonstrated; how well)
 - Conceptualization (CI understanding of what is occurring in session)
 - Personalization – (personal counseling style)
- Roles the Supervisor Plays:
 - Teacher
 - Counselor
 - Consultant

Some Orientation Specific Approaches

- **Person Centered** – Genuiness/Warmth/Positive Regard – emphasizes the development of the person of the supervisee
- **Cognitive-Behavioral** – teach appropriate therapist behaviors and extinguish inappropriate behavior
- **Constructivist/Narrative** – Focus on Supervisee's Strengths; assist supervisee in editing client stories and in developing own professional stories
- **Systems** – explore family of origin issues in supervision; Introduce and reinforce process of reframing; use of EBP family therapy models

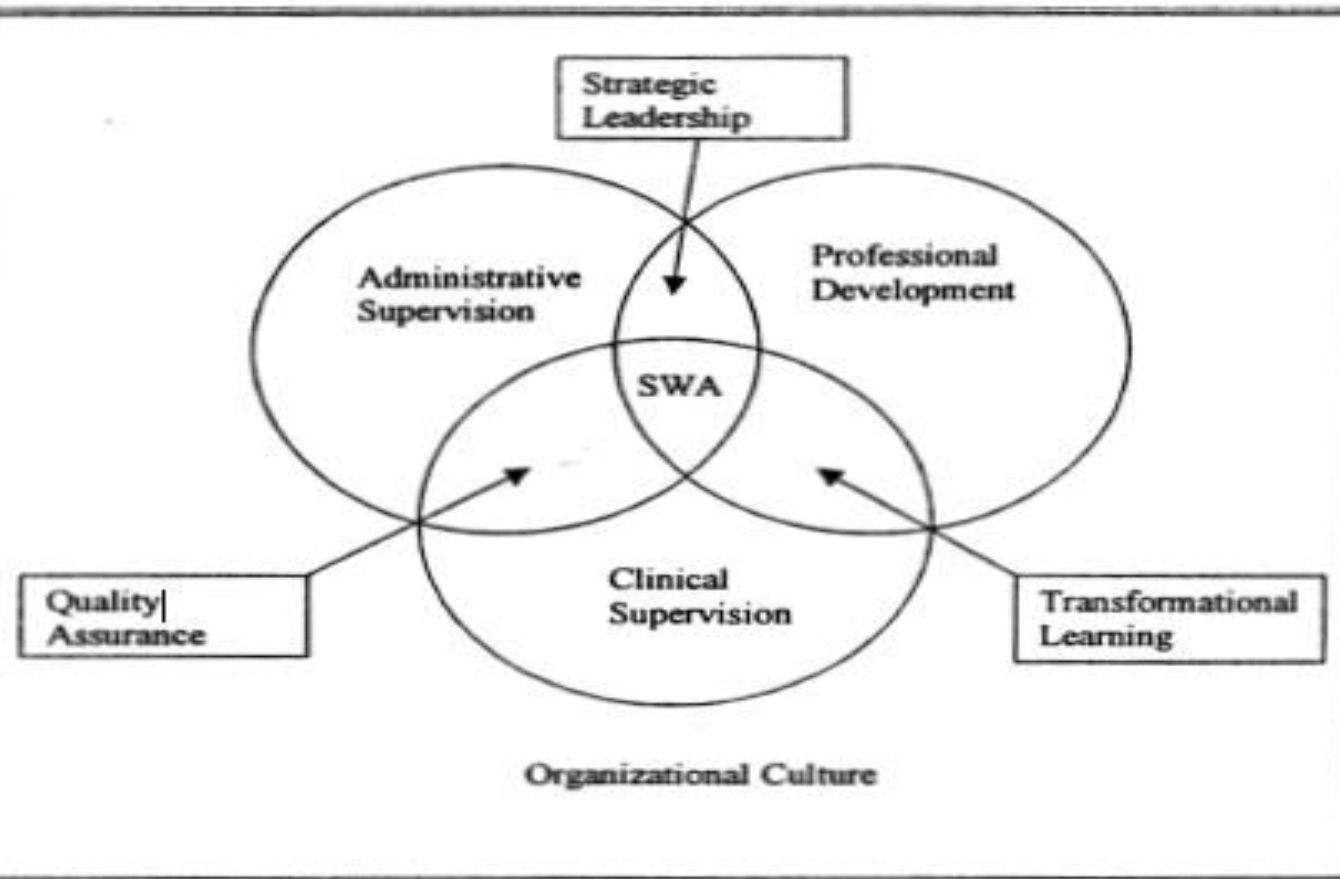
A Rehabilitation Model of Supervision

- The Tripartite Model of Supervision helps to highlight categories of activities and is applicable across our counseling specialties.
- While this is a model from the Rehabilitation Counseling literature, it is directly applicable to other counseling specialties as well (school settings, clinical mental health settings, etc.)

The Tripartite Model of Supervision

- The Tripartite Model consists of administrative oversight, professional development, and clinical supervision.
- The basis of the model is the supervisory working alliance (SWA). (Schultz, 2008)

Figure 1. The Tripartite Model of Supervision



SWA = Supervisory Working Alliance

Your Involvement

- You play a major role in all areas (Administrative Supervision, Clinical Supervision, and Professional Development) but an important one is as follows:
 - “Have I made the right choice? This is all so new to me and maybe I’m not in the right place.”

Licensure and Supervision

- Different states have different approaches and different required qualifications. For instance:
- SC and LPC-S
- VA and Registry

How Will You Supervise?

Some Common Supervision Methods

- Verbal Reports
- Interpersonal Process Recall (collective review of videos)
- Verbatim Reports (transcripts)
- Case Reviews
- Video Taping/Audiotaping

Methods Continued

- Direct Observation (2 way mirror)
- Bug in the Ear
- Modeling
- Role Play
- Webcam/Zoom/etc.

Important Factor To Me

- Don't forget the Counseling Intern is human.
- If a message is delivered in a manner that the Intern can't hear, even if it's a good message, you didn't accomplish your objective.

Some Recent Supervision/Rehabilita tion Literature

Rehabilitation and Supervision

- Herbert, J. T., Schultz, J. C., Lei, P., & Aydemir-Döke, D. (2018). Effectiveness of a training program to enhance clinical supervision of state vocational rehabilitation personnel. *Rehabilitation Counseling Bulletin*, 62(1), 3-17.
- Landon, T. J., & Schultz, J. C. (2018). Exploring rehabilitation counseling supervisors' role in promoting counselor development of ethical fluency. *Rehabilitation Counseling Bulletin*, 62(1), 18-29.
- McCarthy, A. K. (2016). An exploration of supervision styles within master's-level rehabilitation counseling internships. *Journal of Applied Rehabilitation Counseling*, 47(1), 17-23.
- McCarthy, A. K. (2013). Relationship between supervisory working alliance and client outcomes in state vocational rehabilitation counseling. *Rehabilitation Counseling Bulletin*, 57(1), 23-30.
- Pebdani, R. N., Ferguson-Lucas, T. K., Dong, S., & Oire, S. N. (2016). Examining the Status of Supervision Education in Rehabilitation Counsellor Training. *The Australian Journal of Rehabilitation Counselling*, 22(1), 51-56.
- Sabella, S. A., Landon, T. J., McKnight-Lizotte, M., & Bernacchio, C. P. (2020). How do supervisors assess and develop professional dispositions among counselors in vocational rehabilitation agencies? A qualitative inquiry. *The Clinical Supervisor*, 1-22.
- Sabella, S. A., Schultz, J. C., & Landon, T. J. (2020). Validation of a Brief Form of the Supervisory Working Alliance Inventory. *Rehabilitation Counseling Bulletin*, 63(2), 115-124.

My Lens

- I'm sharing what resonated with me
- This is not a comprehensive review of each article
- These are some items I thought might be of interest to you all

Herbert, Schultz, Lei, & Aydemir-Doke (2018)

- Article acknowledges the limited available research empirically investigating clinical supervision outcomes.
- Developed a training program to enhance clinical supervision of state vr counselors.
- Used multiple assessment measures that might interest you regarding clinical supervision.
- Those interested in the training program model can contact the first author.

Landon & Schultz (2018)

- Interviews with state vr and non profit supervisors.
- Exploration of the relationship between supervision, enhancing ethical knowledge, the supervisory working alliance, and Ethical Fluidity.

McCarthy (2013)

- What factors are positively association with the SWA?
 - Existence of a supervision contract
 - Regularly scheduled contact with supervisor
 - Counselors' rating of importance of supervision

McCarthy (2016)

- Examined the impact of Supervisory Styles on Supervision Effectiveness
- Supervisory Styles Inventory (Attractiveness {Collegial}, Interpersonally Sensitive, and Task Oriented).
- Internship students found a range of styles to be effective.

Sabella, Landon, McKnight-Lizotte, & Bernacchio (2020)

- Professional Dispositions
 - Counseling Competencies Scale
 - Professional Disposition Competence Assessment
- Found dispositions are assessed using informal methods more frequently than formal methods

Sabella continued

- Found these professional dispositions are resistant to change:
 - Limited adaptability or flexibility
 - Closed-mindedness
 - Low Self-awareness
 - Not being opened to feedback
- Currently there is no consensus definition of Professional Dispositions in the Counseling Literature

Sabella Continued...

- Recommendations for assessing Professional Dispositions at:
 - Hiring Phase
 - Formative Phase
 - Summative Phase

Sabella, Schultz, Landon (2020)

- **Brief form of the Supervisory Working Alliance Inventory**
 - I feel comfortable working with my supervisor
 - My supervisor welcomes my explanations about the client's behavior.
 - My supervisor treats me like a colleague in our supervisory sessions.
 - I work with my supervisor on specific goals in the supervisory session.
 - My supervisor's style is to carefully and systematically consider the material I bring to supervision.

Clinical Supervision

- What type of information is of interest to you on this topic?
- What methods of learning do you prefer?

Questions About GW Programs/Approaches ?



I'm Happy To Continue This Discussion!

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