

THE GEORGE
WASHINGTON
UNIVERSITY

WASHINGTON, DC

25th Annual Rehabilitation Symposium: March 21, 2025

Counselor Supervision Training and GW Counseling Internship





Welcome !

Thank you for taking the time to join us today.

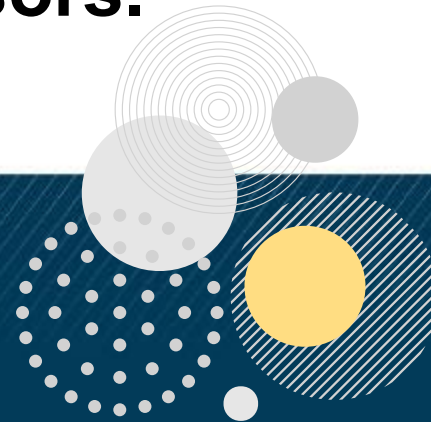
Supervisors are instrumental in the professional development of rehabilitation counseling practicum students, internship students, and supervisees.



If you registered for this session, you will receive:

- CRC credits for attendance
- PDF of presentation
- Access to additional CRC related training

Note: While everyone is welcome to attend this session, we are focused on current and future GW internship supervisors.



Presentation Outline

- Learning Objectives
- Introduction to best practices
- Overview of Clinical Supervision
- Models of Supervision
- Methods of Supervision
- Research and resources



Learning Objectives

After attending this session participants will be able to:

- Describe what is meant by clinical supervision
- Describe some models of clinical supervision
- Understand the role the site supervisor plays in counselor development
- Understand the requirements for supervisors when supervising GW students



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)



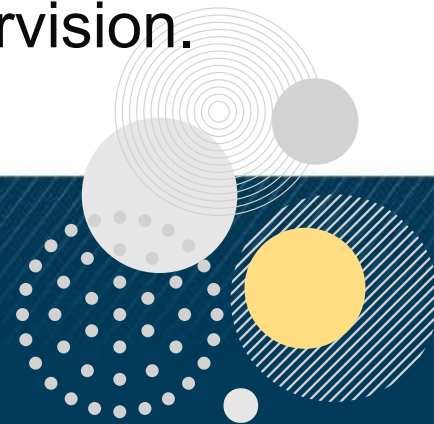
2016 CACREP Standards

- Practicum
 - Supervisor
 - Individual
 - Group
 - Student
- Internship
 - Supervisor
 - Individual
 - Group
 - Student



Site supervisors have

- A minimum of a master's degree, preferably in counseling, or a related profession;
- Relevant certifications and/or licenses;
- A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled;
- Knowledge of the program's expectations, requirements, and evaluation procedures for students; and
- Relevant training in counseling supervision.



Practicum

1. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
2. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
3. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by
 1. a counselor education program faculty member,
 2. a student supervisor who is under the supervision of a counselor education program faculty member, or
 3. a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
4. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty.



Internship

1. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
2. Internship students complete at least 240 clock hours of direct service.
3. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by
 1. the site supervisor,
 2. counselor education program faculty, or
 3. a student supervisor who is under the supervision of a counselor education program faculty member.
4. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty.



Professional Disposition

- Critical element of counselor development
- Miller et al. (2020) – no professional consensus regarding definition

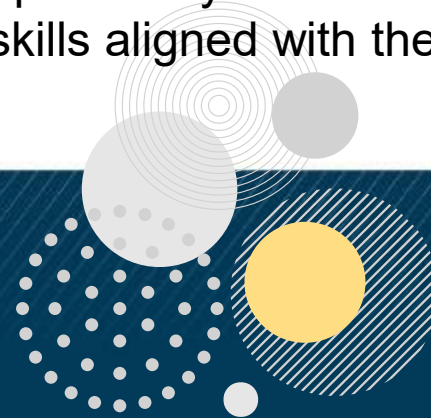
“Counselor dispositions are aspects of personal and professional functioning that subsume intellectual factors, personality characteristics, relational proficiencies, and values orientations accounted for by nine correlated, but independent, factors: cognitive, ethical/legal, interpersonal, personal wellness, personal–professional boundaries, professionalism, responsiveness, self-control, and suitability for the profession. Counselor dispositions influence and are influenced by cognitive, affective, and behavioral development in a manner consistent with the advancement of clinical proficiency. As such, dispositions are both critical prerequisites to and predictors of professional competence” (Miller et al., 2020, p.127)



2023 CRCC Code of Ethics

Section D: Multicultural Considerations

- These standards seek to reduce bias, minimize discrimination, and prevent harm.
- CRCs/CCRCs work in partnership with a range of diverse clients to individualize rehabilitation counseling services and to promote client welfare in the progression toward their personal, career, educational, and independent living goals.
- CRCs/CCRCs consider multicultural competencies when working with clients from diverse racial, cultural, and ethnic groups.
- This section features the attitudes and behaviors of a multiculturally competent CRCs/CCRCs who maintain an awareness of self and others.
- Furthermore, the section describes the ethical responsibility of CRCs/CCRCs to exhibit cultural knowledge and skills aligned with the core values of the profession.



2023 CRCC Code of Ethics

Section I: Supervision, Training, and Teaching

- Supervision and training promote the mission, goals, values, and knowledge of the rehabilitation counseling profession by fostering supervisee growth and welfare and supporting them in development and progression toward professional goals.
- Supervision and training occur in both the academic and work environment and may occur in face-to-face, online, and/or hybrid formats.
- The standards in this section pertain to clinical supervision, although the standards may also provide useful guidance in performing other administrative functions, such as performance evaluations.
- To promote ethical behavior and safeguard client welfare, CRC/CCRC supervisors and educators aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students.



CRCC Code of Ethics Continued

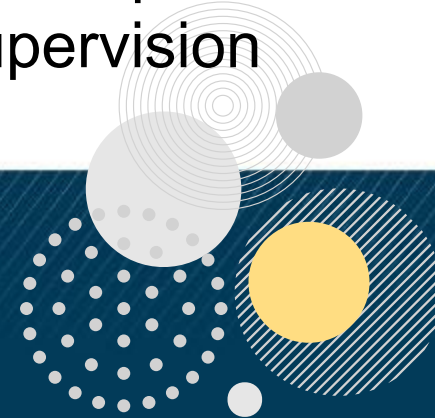
- They have theoretical and pedagogical foundations for their work; have knowledge of supervision models; and aim to be fair, accurate, and honest in their assessments of supervisees and students.
- CRC/CCRC supervisors and educators strive to assist students and supervisees in developing their counseling knowledge and skills and to address barriers to competent practice.
- They also serve an important gatekeeping function to ensure that a minimal level of competency is achieved before supervisees assume professional counseling roles.
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Association for Counselor Education and Supervision

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



Clinical Supervision might look different in VR settings

- Counselor supervision and clinical supervision often used interchangeably (Herbert, 2018)
- *Administrative*
- *Clinical*



“Research has asserted that the intersections of racial, ethnic, gender, sexual, socioeconomic, age, religious, spiritual, and disability identities have important influences on mental health outcomes and health disparities”



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.



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** – Genuineness/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.)

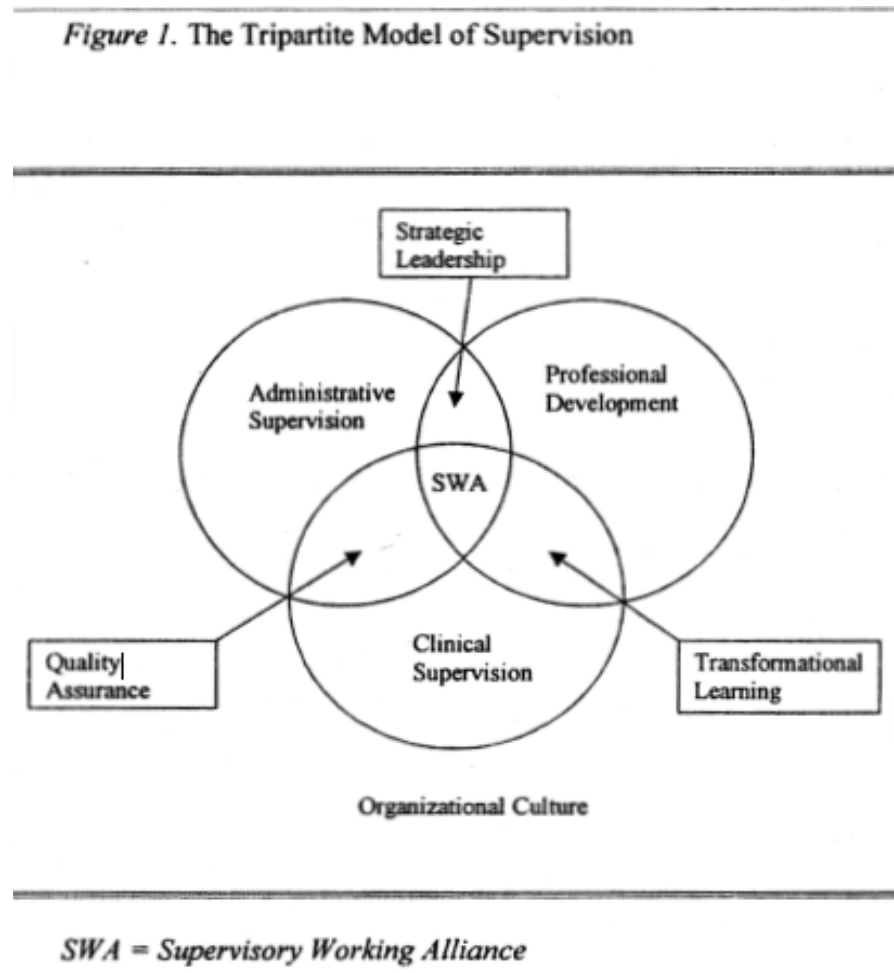


The Tripartite Model of Supervision

- The Tripartite (tri·par·tite) Model consists of administrative oversight, professional development, and clinical supervision.
- The basis of the model is the
 - Supervisory working alliance (SWA). (Schultz, 2008)
 - Supervisory working alliance inventory (SWAI) – Supervisee (Efstation, Patton, & Kardash, 1990)



Depiction of the Tripartite Model of Supervision



Updated Supervision Model for VR Professionals

- Herbert (2018) clear distinction in
 - Administrative
 - Focus on organizational policies and procedures
 - Clinical/Counselor
 - Promote counselor skills and awareness
- Integration of Roles (counselor, teacher, consultant) – Discrimination model
- CIT-VR Foundations of Clinical Supervision training series



Social Justice Approach (Dollarhide et al., 2020)

- Practiced, modeled, and taught with two goals:
 - (a) supervisee and client liberation
 - (b) transformation of the profession toward greater social justice overall.



Trauma – Informed Supervision

- Informed practice – reflection and recognition, how trauma impacts personally and professionally
- Acknowledge and validate experiences of indirect trauma
 - Attention to the supervisory alliance
- Integrated into various models – focus on core elements of Trauma- informed care
 - Trust
 - Safety
 - Collaboration, Choice, Empowerment



Consider supervision dynamic

- Individual
- Triadic
- Group



Some Common Supervision Methods

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



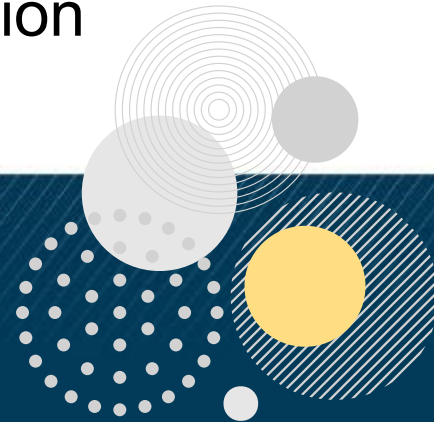
Methods Continued

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



Multicultural and Socially Just Counseling Competencies (MSJCC)

- “An understanding of intersectionalities and the influence of oppression on mental health and well-being requires a commitment to exploring individuals and their social environment” (Ratts et al., 2015, p.33).
- Levine et al. (2021) notes MSJCC integrated into the supervision process – serves as an evaluative component for professional disposition



McCarthy (2013)

- What factors are positively association with the Supervisor Working Alliance (SWA)?
 - Existence of a supervision contract,
 - Regularly scheduled contact with supervisor
 - The counselors' rating of importance of supervision were found to be positively associated with SWA among new counselors.



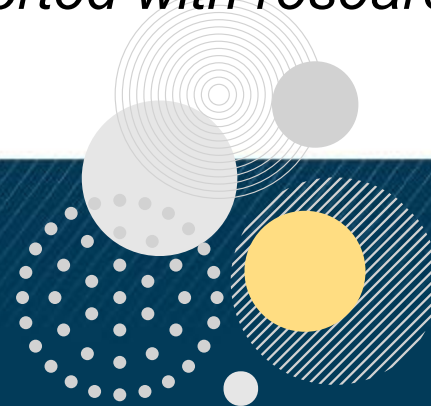
Sabella, Landon, McKnight-Lizotte, & Bernacchio (2020)

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



Sabella et al.(2020)continued

- Found these professional dispositions are resistant to change:
 - Limited adaptability or flexibility
 - Closed-mindedness
 - Low Self-awareness
 - Not being opened to feedback
- *Defining counselor disposition continues to exist as an area for needed research – while a definition has been suggested it has not been supported with research*



Sabella Continued...

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



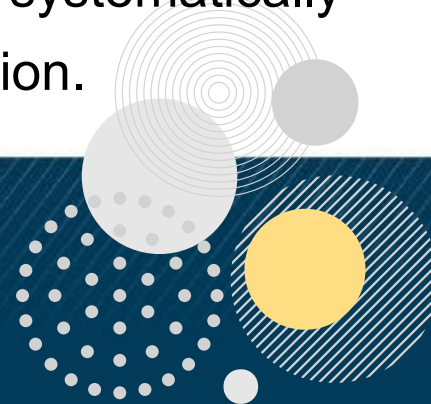
Landon, Levine, Brink, Soldner, & Schultz (2021)

- Role of supervisor in Counselor professional development (PD)
- Professional Identity Development – self-concept and considerations of life roles (Super's Life Span Theory)
 - Self-labeling as a professional
 - Integrating skills and knowledge
 - Belonging to community
- Supervision as an intervention
 - Used to address areas of deficiency – change of behavior
 - Professional development opportunities
- Supervisors serve as teachers – enhance knowledge
 - Explicit
 - Tacit
- PD is not a “haphazard process”
 - Life-long learning process



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.



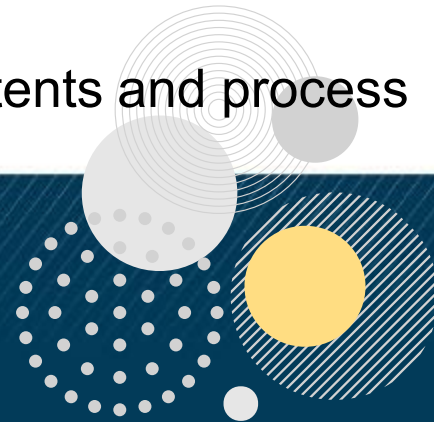
Sabella, Landon, & Pollack (2021)

- Part of a larger project to understand counselor and supervisor perceptions
- ***Clinical versus administrative supervision scales (CVAS)***
 - developed to distinguish clinical supervision versus administrative supervision practice from counselors' perspectives, offering a measure of their relative frequency.



Sabella, Bernacchio & Soldner (2021)

- Evaluation within the supervisor role
 - Suggestions to use practice as development tool rather than punitive process
 - Encourage counselor self-evaluation
- How to use evaluative methods
 - Counselor disposition during hiring phase
 - Include counselor goals related to growth areas and competencies
- Formative and Summative methods
- Develop an intentional plan for evaluation
 - Fully inform counselor of evaluation contents and process



For Additional Supervision Training

- CIT-VR Foundations of Clinical Supervision training series



References/Resources

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Resources continued

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Questions About GW Programs/Approaches?



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