

THE GEORGE
WASHINGTON
UNIVERSITY

WASHINGTON, DC

22nd Annual Rehabilitation Symposium: March 11, 2022

Clinical Supervision: Training and Reflections



Objectives For This 1 Hour Meeting

- Continuing Education: High Level Discussion Pertaining to Supervision/Some Relevant Rehab Counselor Supervision Literature
- Q & A – How Can We Help?

Learning Objectives

- After attending this session participants will:
 - Be able to describe what is meant by clinical supervision
 - Have the capacity to describe some models of clinical supervision
 - Understand the role the site supervisor plays in counselor development and requirements for supervisors when supervising GW students

Presentation Outline

- Introduction to best practices
- Overview of Clinical Supervision
- Models of Supervision
- Methods of Supervision
- Recent research in VR

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.

If you registered for this session...

- We will send you the .pdf version of these slides.
- These will also be on the event landing page some time next week.

Practicum/Internship Procedures @ GW

- Resource targeted to be available Summer 2022
- Review of forms, expectations, supports, evaluation, and items related to policy will be available and posted to our website

“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?***

Clinical Supervision

- Not a topic that should intimidate you.
- Today – We 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

Ethical Code

- CRCC Code of Ethics Section H: Supervision, Training, and Teaching
- https://crccertification.com/wp-content/uploads/2021/03/CRC_Code_Ethics_Eff2017-Finalnewdesign.pdf
- Helpful reminder of the ethical importance 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)

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”

Anti-Racism and Anti-Oppressive Praxis

Being anti-racist involves the internal, interpersonal, institutional, and structural commitment to confront and eliminate racism that exists in ideals and policies. In critical reflection of our individual and collective responsibilities to dismantle white supremacy and advance anti-oppressive andragogy, the CHD department is committed to anti-racist practices that:

1. Address racism and discrimination directly through explicit discussion and action;
2. Increase awareness of prejudice and confront its effects through the discussion of past and present racism, stereotyping and discrimination in society;
3. Disrupt and dismantle the systems and structures that codify institutional racism and oppression within the department, the university, and the counseling profession;
4. Disrupt and dismantle racial power inequities within the department, the university, and the counseling profession;
5. Deeply challenge and hold all members of the CHD community accountable to advance their own anti-racism praxis; and
6. Ensure the content and delivery of the curricula reflects this focus.

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
- Process
- Orientation Specific
- Combination Models

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

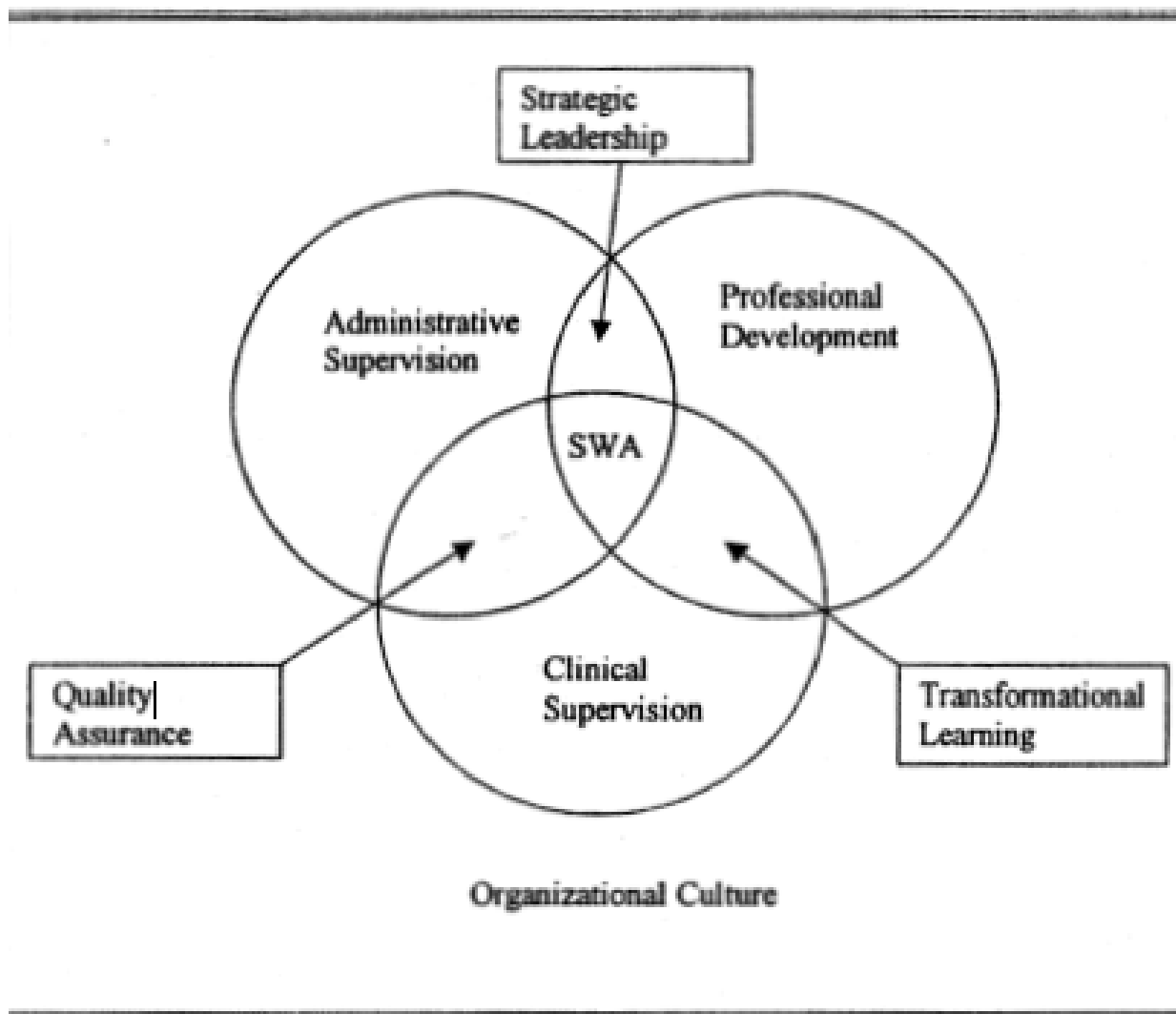
A Rehabilitation Model of Supervision

- 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

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

Social Justice Approach (Dollarhide et al., 2020)

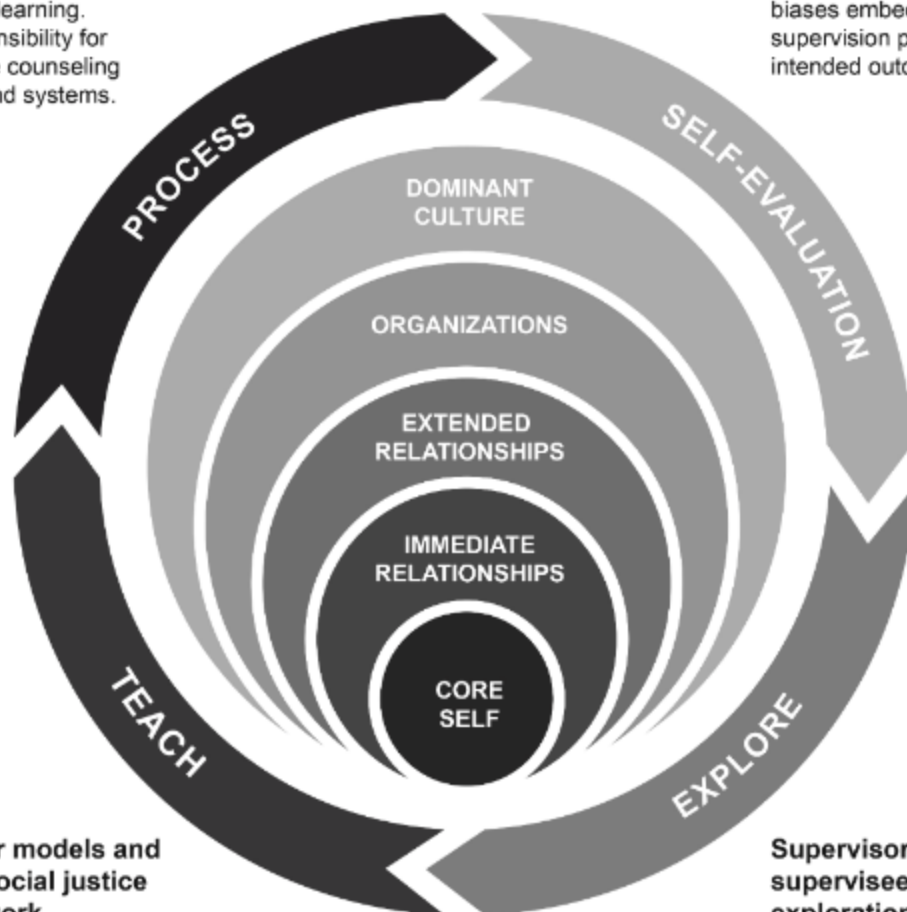
- Practiced, modeled, and taught with two goals:
 - (a) supervisee and client liberation
 - (b) transformation of the profession toward greater social justice overall.

**Supervisor and supervisee
process social justice work**

Continuous self-reflection
and cultural learning.
Share responsibility for
social justice counseling
with client and systems.

**Supervisor conducts
self-evaluation**

Examine cultural
biases embedded in
supervision process and
intended outcomes.



**Supervisor models and
coaches social justice
systems work**

Model and teach cultural
ecology exploration of all
systems and social justice
counseling with clients.

**Supervisor facilitates
supervisee's identity
exploration**

Examine cultural ecology of
all systems and supervisee's
social attitudes, cultural biases,
values and cultural identity.

FIGURE 1
Social Justice Supervision Model

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

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?

First...consider dynamic

- Individual
- Triadic
- Group
 - Indirect
 - Direct

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 Factors To Us

- 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.

**Other than
evaluation/gate -
keeping what are other
responsibilities?**

Professional Disposition

- CACREP 2016 standard and ACA Code of Ethics (2014) - separates academic knowledge and skills (Levine et al., 2021)
- 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)

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

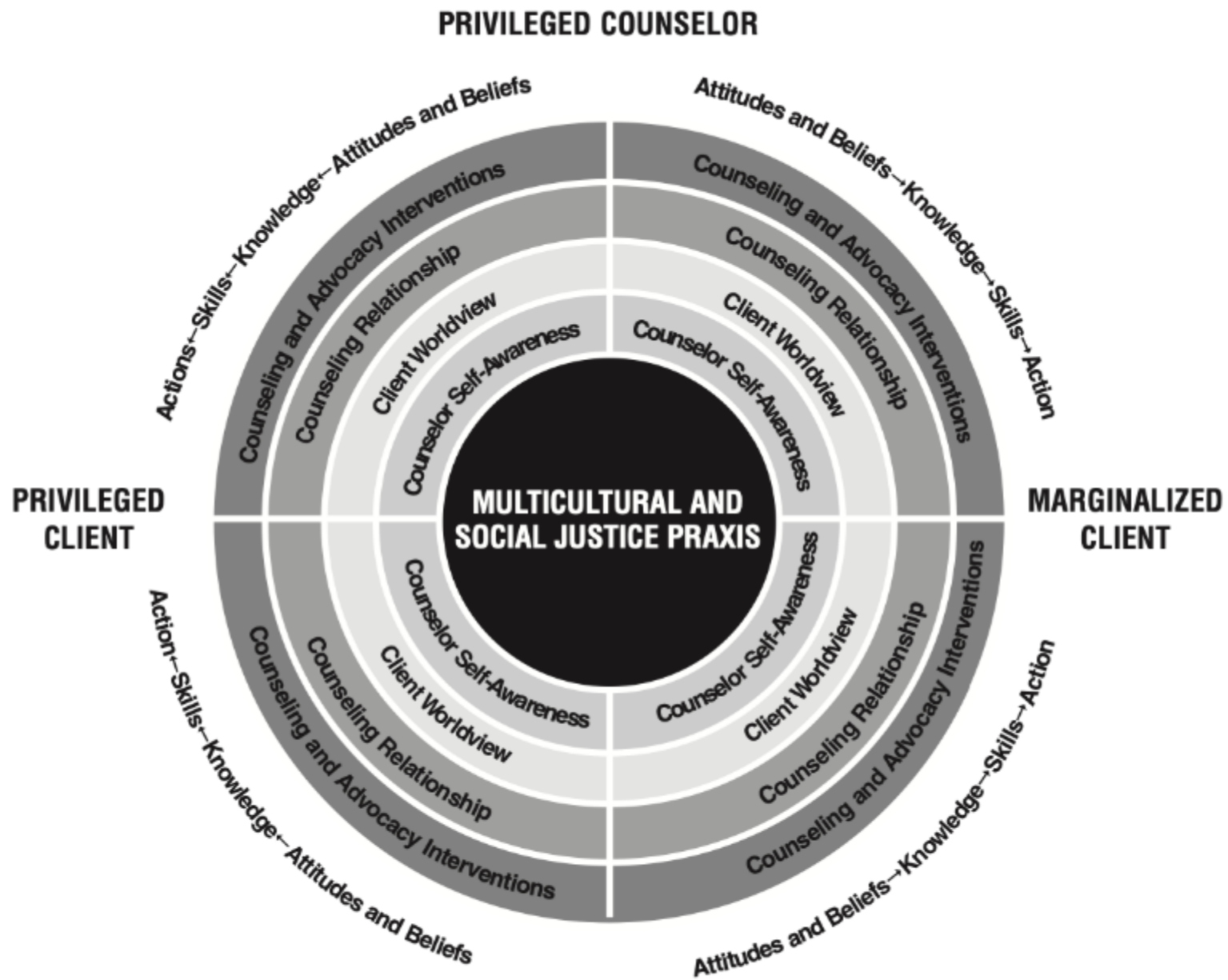


FIGURE 1

Some Recent Supervision/ Rehabilitation 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.
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- McCarthy, A. K. (2013). Relationship between supervisory working alliance and client outcomes in state vocational rehabilitation counseling. *Rehabilitation Counseling Bulletin*, 57(1), 23-30.
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- Sabella, S.A., Bernacchio, C.P., & Soldner, J.L. (2021). Constructive rehabilitation counselor evaluation in field settings. *Journal of Rehabilitation Administration*, 42(1), 21-36.
- 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., Landon, T.J., & Pollack, S.R. (2021). Measurement of clinical versus administrative supervision: initial validation with a sample of rehabilitation counselors. *The Clinical Supervisor*, 1-22. DOI: 10.1080/07325223.2021.1989641
- 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.

Our Lenses

- We're sharing what resonated with us
- This is not a comprehensive review of each article
- These are some items we 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 nonprofit 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
- 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

Reflective Questions: Clinical Supervision

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

For Additional Supervision Training

- CIT-VR Foundations of Clinical Supervision training series
- <https://gwcrcre.org/series-clinical-supervision/>

Questions About GW Programs/Approaches?



We're Happy To Continue This Discussion!

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