

Counselor Supervision Training and GW Counseling Internship

26th Annual Rehabilitation Symposium





Welcome!

- ▶ Thank you for taking the time to join us today.
- ▶ Supervisors are instrumental in the professional development of rehabilitation counseling practicum and internship students.

Acknowledgement & Disclaimer

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Agenda

1. Learning Objectives
2. Introduction to GW Practicum and Internship Requirements
3. Overview of Clinical Supervision
4. Models and Methods of Supervision
5. Research and Resources

If you registered for this session, you will receive:

- CRC Credits for attendance
- PDF of presentation
- Access to additional CRC related training:
 - [CIT-VR Training Topics](#)
 - [CIT-VR Supervision Series](#)

NOTE: While everyone is welcome to attend this session, we are focused on current and future GW internship supervisors. If you are interested in supervision specific training, please review the CIT-VR supervision series

Learning Objectives

After attending this session participants will be able to:



Goal # 1

Describe what is meant by clinical supervision



Goal # 2

Have the knowledge to describe some models of clinical supervision



Goal # 3

Understand the requirements for supervisors when supervising GW students.



What are some of the GWU
Requirements for site
supervisors?

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.

2024 CACREP* Standards

*Council for Accreditation of Counseling and Related Educational Programs

Minimum requirements*

- a minimum of a master's degree, preferably in counseling or a related profession;
- active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;
- a minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled;
- relevant training for in-person and/or distance counseling supervision;
- relevant training in the technology utilized for supervision; and
- knowledge of the program's expectations, requirements, and evaluation procedures for students.

Practicum

- Students complete supervised counseling practicum experiences that total ***a minimum of 100 hours*** over a full academic term that is a minimum of eight weeks consistent with the institution's academic calendar.
- Practicum students complete ***at least 40 hours of direct service*** with actual clients that contributes to the development of counseling skills.

Practicum Supervision

- Throughout the duration of the practicum, each student receives *individual and/or triadic* supervision on a regular schedule that **averages one hour a week** and is provided by at least one of the following:
 - a counselor education program core or affiliate faculty member, or
 - a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
 - a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- Throughout the duration of the practicum, each student receives *group supervision* on a regular schedule that **averages 1½ hours per week** and is provided by at least one of the following:
 - a counselor education program faculty member or
 - a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.

Internship

- After successful completion of the practicum, students complete **600 hours of supervised counseling internship** in roles and settings with actual clients relevant to their CACREP specialized practice area.
- Internship students complete a minimum of ***240 hours of direct*** service with actual clients.

Internship Supervision

- Throughout the duration of the internship, each student receives *individual and/or triadic* supervision on a regular schedule that *averages one hour a week* and is provided by at least one of the following:
 - a counselor education program faculty member, or
 - a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
 - a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- Throughout the duration of the internship, each student receives *group supervision* on a regular schedule that averages *1½ hours per week* and is provided by at least one of the following:
 - a counselor education program faculty member or
 - a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member.



Direct Services

- Intake Session(s)
- Individual, couple, and family sessions (1:1 or co-therapy)
- Group facilitation of therapy
- Career counseling
- Guidance programming
- Assessment administration not occurring during client sessions and assessment feedback session with client

Indirect Services

- Supervision
- Administrative duties such as
 - scheduling, returning phone calls, communicating with clinic directors, staff, instructors, attending staff meetings.
- Professional/consultations.
 - Conversations with a community mental health professional, and/or community resources about a client/presenting concern i.e., former therapist or current psychiatrist.
- Supervision, including individual, triadic, group; on-campus or tele-supervision.
- Practicum/Internship class attendance
- Reviewing video recordings of client sessions
- Role Plays
- Client Advocacy
- Mentorship
- Professional Development and training/workshop/conference attendance
- Documentation
- Assessment Scoring
- Related readings: readings associated with preparing to serve your clients.

Professional Disposition

Defined by CACREP (2024)

The commitments, characteristics, values, beliefs, and behaviors that influence the Counselor's professional growth and interactions with clients, faculty, supervisors, and peers, including working in a diverse, multicultural, and global society with marginalized populations.



What is Clinical Supervision?

...no, but really, what is it?

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

The Goals are to ...

- ***Develop*** diagnostic and case conceptualization skills
- ***Develop*** the ability to translate theory and research into practice
- ***Enhance and refine*** interviewing, assessment, and counseling techniques (within session behavior)
- ***Understand relationship and process issues and their emotional components***
- ***Promote*** personal and professional development

Association for Counselor Education and Supervision (ACES) Best Practice 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

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.



What are some models for
Supervision?



Supervision Models

These are some of the more common models we will discuss briefly:

- Integrated Development Model (IDM)
- Discrimination Model (DM)
- Theoretical Orientation Specific Models
- Trauma Informed Supervision
- Rehabilitation Counseling Supervision Model (RCSM)

Integrated Development Model (IDM)

- 4 levels of development; trainee moves forward by developing greater:
 - Self Awareness
 - Motivation
 - Autonomy
- Supervisor begins in a more prescriptive manner
- Then moves toward greater use of conceptualization, and
- Finally, toward helping CI develop their own orientation

Bernard 's Discrimination Model (DM)

- 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

Specific Theoretical Orientation 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

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

Rehabilitation Counseling Supervision Model (RCSM)

- An integration and extension of the Discrimination Model and Critical Disability Theory
- Targets professionals working in Vocational Rehabilitation Counseling
- Aims to extend the Discrimination model to address specific entry points relevant to VR
 - (a) federal, tribal, state, and local legislation, regulations, and policies relevant to individuals with disabilities;
 - (b) administration and management of rehabilitation counseling practice (foundations);
 - (c) community and stakeholder engagement;
 - (d) professional development (e.g., bibliosupervision, reading, resources, current trends and needs, and psychoeducation);
 - (e) ethical considerations; and
 - (f) sociocultural considerations and advocacy



What additional research or resources are available?

Social Justice Approach (Dollarhide et al., 2020)

- Social justice is defined as awareness of systemic oppression plus commitment to social action and is visible in counselors' efforts to ensure that all clients have equitable access to resources, opportunities, and life outcomes that are enjoyed by members of the dominant society.
- The entire process revolves around the systemic awareness of human ecology—namely, self, immediate relationships, ex-tended relationships, organizations, and dominant culture—as these cultural systems provide constant interaction and mutual influence on the lived experiences of the supervisor, supervisee, and client
- ***Practiced, modeled, and taught with two goals:***
 - supervisee and client liberation
 - transformation of the profession toward greater social justice overall.
- Four steps are
 - (a) supervisor conducts self-evaluation,
 - (b) supervisor facilitates supervisee's identity exploration,
 - (c) supervisor models and teaches social justice systems work with supervisee, and
 - (d) supervisor and supervisee process social justice work.

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
- 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*
- 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
- The supervisor may request that the counselor write process notes as part of self-assessment (Borders & Brown, 2005), to document their own reflections about themselves and their clients occurring during sessions.
- To be useful the supervisor should offer a format for process notes that encourage introspection and reflection, such as questions related to:
 - (a) feelings and thoughts about the client,
 - (b) rationale for interventions used in the session,
 - (c) multicultural dynamics present,
 - (d) thoughts about the counselor-client relationship, and
 - (e) identifying nonproductive patterns

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