The Good, the bad, and the ugly of providing supervision to counseling students

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American College Counseling Association Conference

Learning Objectives

Attendees will:

- assess their current supervision practice and evaluate its effectiveness

- apply CACREP counselor dispositions and counseling skills rating scales to their current supervision

- utilize available resources to bring back to their home institutions and supervision practice

Agenda

- Introductions
- Self-evaluation based on good, bad, ugly
- Dispositions, rating scales, and policies oh my!
- Case Studies in small groups
- Summary
- Questions/Discussion
- Lessons learned

Introductions and disclaimers?

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Providing supervision:

- Qualified (varies by state)
- Grounded in theory
- Consistent
- Safe space
- Supportive

- Prioritized
- Patient
- Experienced
- Calm
- Vulnerability
- Relationship with school/faculty supervisor

Safe

Unconditional, positive regard

Personal / professional

Explorative

Reassuring

Vital / valuable

Individual / important

Supportive

Improve / inquiring

Open & honest

Non-judgmental, nourishing neutral

More...

Literature says...

(Falender, Shafranske, & Ofek, 2014)

- Working alliance

- Cultural competence

- Ethical and legal competence

- Clear expectations of each party

    - (contract)

- Evaluation process of each party

- Demonstrates respect

- Self-reflective practice

- Commitment

- Constructive feedback (Barnett, 2007)

- "direct observation" (Borders, 2012, p. 158)

- "education and supervision of supervisors" (Borders, 2012, p. 158)

- Absent
- Administrative only
- Avoidant
- Abstract only
- Punitive
- Caseload overload
- Supervisor agenda only

- No review of tapes/direct observation
- No acknowledgement of power differential
- No contact with faculty/university
- No CONTRACT
- And for fun…
  - NO HEART
  - NO COURAGE
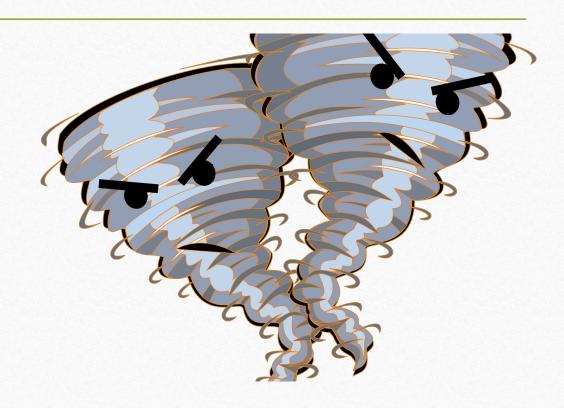
From the literature

- Intentional non-disclosure due to:
  - Supervisor incompetence
  - Lack of understanding of supervisory relationship
  - Fear of professional repercussions
- (Cook, Welfare, and Romero, 2018)

- Dismissing trainee
- Invalidating trainee
  - Gray, L. A., Ladany, N., Walker, J. A., & Ancis, J. R. (2001)
- Not individualized/developmental
  - Jacobsen, C.H. & Tanggaard, L. (2009)
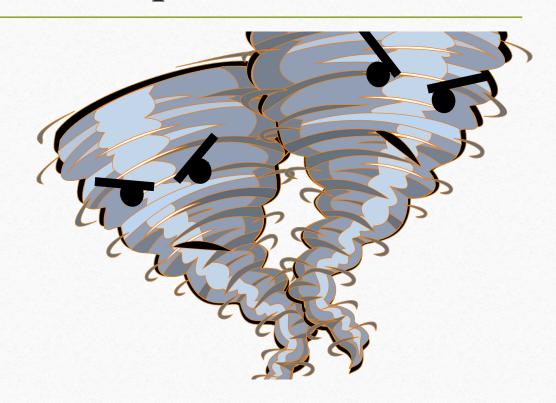- no empathy, not dependable, inconsistent
  - Barnett, 2007

The Ugly
...about trainees

- Training program did not gatekeep properly

- Training program did not prepare properly

- Working beyond scope

- Liability insurance

- Not a good fit or match

The Ugly...
about supervisors/supervision

- Training program did not prepare properly

- Serving as supervisor with little experience

- Potential ethical violations

- Is there a plan B??

- Dual relationships

Self-assess

☐ Over the rainbow

☐ On the yellow brick road

☐ House fell on you

☐ Other?

☐ How do you know?

Moving forward…

		1	2	3	4	5
1	Treats me with acceptance and respect. Comments:					
2	Helps me feel at ease with the supervision process. Comments:					
3	Provides me with useful feedback regarding counselor behavior. Comments:					
	Helps me focus on new counseling strategies that I can use with my clients. Comments:					

Moving forward…

Helps me focus on new counseling strategies that I can use with my clients.					
Comments:					
Allows me to brainstorm solutions, responses, skills & techniques that would be helpful in future counseling sessions.					
Comments:					
Motivates me to assess my own counseling behavior.					
Comments:					

Off to see the wizard

- Available resources
- Policies
- Scales
- Standards

"proactive, planned, purposeful, goal-oriented, and intentional"
(Borders and Brown, 2005)

What is your supervision theory?

What is your supervisor's theory of supervision?

SUPERVISION INTEGRATED MODEL EXAMPLE
DISCRIMINATION MODEL (Bernard and Goodyear, 1992)

Supervisor Takes on one of three roles:
1. Teacher
2. Counselor
3. Consultant

Focus on three areas for skill building:
1. Process or Intervention
2. Conceptualization
3. Personalization

Available Resources

Dispositions, rating scales, and policies oh my!

Site Supervisor Responsibilities
What does the contract say?

- Possess the appropriate degree, experience, license and/or certification
- Have on-going training in Counselor Supervision (CACREP (2016) section III)
- Meet weekly for supervision
- Directly observe the intern with a client/group
- Participate in regular communication with Faculty supervisor
- Contact Faculty supervisor with concerns/issues
- Complete a Program Evaluation
- Provide feedback

Policies and Contracts

- What does your university say about hosting interns?

- What does the training program provide you as the site supervisor?

- How does your own contract differ from the above? How are they similar?

Dispositions

Rely on program accreditation and other standards

Dispositions

Disposition Name and Description	Exceeds expectation	Meets expectation	Slightly below expectation	Expectation not met
<u>Receptivity to feedback</u>	Shows a desire for as well as openness to feedback from instructor, supervisor, advisor, etc. Incorporates feedback consistently.	Shows a consistent openness to feedback from instructor, supervisor, advisor, etc. Attempts to incorporate feedback are evident.	Demonstrates limited openness to feedback from instructor, supervisor, advisor, etc. Does not incorporate feedback.	Demonstrates no openness to feedback from instructor, supervisor, advisor, etc. Demonstrates defensiveness upon receiving feedback. Discounts feedback provided.

Disposition Name and Description	Exceeds expectation	Meets expectation	Slightly below expectation	Expectation not met
Self-care	Consistently prioritizes engagement in self-care activities. Regularly builds self-care into schedule based on recognition of the importance of self-care for helping professionals.	Engages in self-care activities regularly. Recognizes the need for self-care and makes time for it.	Demonstrates limited engagement in self-care activities. Recognizes the need for self-care but does not make the time for it.	Demonstrates no effort in engagement in self-care activities. Minimizes the importance of self-care.

Dispositions

Disposition Name and Description	Exceeds expectation	Meets expectation	Slightly below expectation	Expectation not met
Emotional regulation and self-control	Shows clear and consistent emotional regulation in interpersonal relationships with faculty, staff, peers, guest speakers, etc. Serves as a model for other students.	Shows emotional regulation in interpersonal relationships with faculty, staff, peers, guest speakers, etc.	Shows limited emotional regulation in interpersonal relationships with faculty, staff, peers, guest speakers, etc.	Shows poor emotional regulation in interpersonal relationships with faculty, staff, peers, guest speakers, etc. (e.g. emotional outburst in class or in online learning management system-discussion board post).

Dispositions

Disposition Name and Description	Exceeds expectation	Meets expectation	Slightly below expectation	Expectation not met
Adherence to boundaries/ awareness of self/others	Consistently shows strong and appropriate boundaries in interpersonal relationships with faculty, staff, peers, guest speakers, etc. Serves as a model for other students.	Shows appropriate boundaries in interpersonal relationships with faculty, staff, peers, guest speakers, etc.	Shows poor or inappropriate boundaries in interpersonal relationships with faculty, staff, peers, guest speakers, etc. (e.g. tries to befriend faculty, interrupts conversations, etc.)	Shows no boundaries in interpersonal relationships with faculty, staff, peers, guest speakers, etc. (e.g. shares too much personal information, does not respect physical boundaries, brings "unfinished business" to class setting).

Dispositions

- Reactions?
- What would you add?
- How can this be helpful?

Rating Scales

Baseline...

☐	☐	☐	☐		1.	**Encouragers**: counselor uses "mmmh, oh, yes" to communicate to the client that the counselor is listening— without interrupting the client's train of thought or discourse.
☐	☐	☐	☐		2.	**Key words**: counselor identifies key words that the client uses and emphasizes them by including them in counselor response.
☐	☐	☐	☐		3.	**Restatement**: the counselor conveys to the client that he/she has heard the content of client's previous statements by restating in exact or near exact words, what the client has just verbalized.
☐	☐	☐	☐		4.	**Paraphrasing/Reflection**: from statements and non-verbal cues, the counselor accurately describes the client's issues, affect, and behavior: a) Content b) Feelings c) Process d) Non-verbals
☐	☐	☐	☐		5.	**Summarizing**: the counselor combines two or more of the client's cognitions, feelings, and/or behaviors into a general statement.
☐	☐	☐	☐		6.	**Immediacy**: the counselor addresses the client's behavior in the "here and now."
☐	☐	☐	☐		7.	**Accurate Empathy**: the counselor demonstrates they are able to understand the client's frame of reference; counselor responses are roughly interchangeable with those of the client.
☐	☐	☐	☐		8.	**Verbosity**: the counselor speaks when it is necessary and does not inappropriately interrupt the client or verbally dominate the counseling session.

Baseline...

Rating					Counseling Process Skills
1	2	3	4	5	
☐	☐	☐	☐	☐	1. <u>Non-Defensive</u>: the counselor gives and receives feedback interactively with clients, peers, and supervisors in an appropriate, professional manner.
☐	☐	☐	☐	☐	2. <u>Objectivity</u>: the counselor has sufficient control over his/her own feelings and values so that the counselor's personal issues do not control the counseling session.
☐	☐	☐	☐	☐	3. <u>Supportive/Unconditional Positive Regard</u>: the counselor makes statements that accept the client's cognitions, accepts the client's behavior, and/or shares with the client that his/her feelings are not unusual.
☐	☐	☐	☐	☐	4. <u>Genuineness</u>: the counselor's responses are sincere.
☐	☐	☐	☐	☐	5. <u>Respect for Cultural Needs</u>: shows appreciation for cultural &/or spiritual concerns.
☐	☐	☐	☐	☐	6. <u>Probes/Questions</u>: the counselor's statements result in the client providing additional information about his/her cognitions, behaviors, and/or feelings: a.) Clarification b.) Open Ended Question c.) Close Ended Question
☐	☐	☐	☐	☐	7. Confrontation: Challenges include noticing discrepancies and confronting clients as

Strategies for rating scales

- Collaborative
- Use as tool to facilitate discussion
- Self-evaluate/other-evaluate
- Be consistent.
- Before-during-after

Rating scales

- What do you use?
- How often?
- Advantages/disadvantages

Feedback

Pay no attention to that man behind the curtain!

- Comfort level with giving and receiving feedback
- Concrete, constructive, professional, and respective
- (Swank and McCarthy, 2012)

The Corrective Feedback Instrument-Revised
(Hulse, 2006)

- *Giving written corrective feedback is easier for me to do than speaking directly to the person.*

- *I worry too much about upsetting others when I have to give corrective feedback.*

- *It is hard for me not to interpret corrective feedback as a criticism of my personal competence.*

Small Groups

Case Studies

Holly Case Study

Holly is in her **final semester** of her graduate program. Throughout her program she has worked full time and gone to school part time. She has 300 hours remaining in her internship and then she will have met all requirements for graduation. You inherent Holly as a trainee since her original supervisor (your colleague) left for another job. You yourself are fairly new to the position at the counseling center and are trying to make a good impression. So when you were informed you would be providing supervision to Holly you did not question your director.

You meet weekly with Holly for 60 minutes and while the sessions pass by quickly, you start to realize that there is discussion of cases, but that **review of tapes does not seem to happen**. You intentionally make time to observe Holly directly as she facilitates a pscyhoeducational group. You see competence in basic counseling skills but also notice a slight sense of detachment. You then observe an individual session and notice again, basic counseling skills, but also observe a lack of empathy and connection. When you ask Holly about it, she states that she was just tired and that the session is not a great example of her work. Your "gut" is telling you otherwise.

You reach out to the faculty supervisor and find out that they too are new to the position. The two of you decide to have a meeting with Holly. Holly starts to cry at the meeting and asks if she is in danger of not graduating and wants to know why you are "ganging up on her" and why "no one else" has ever questioned her counseling style. She states that she really only wants to work with substance use clients anyway so this **internship doesn't even matter**.

How would you handle this situation? What issues are at hand? How would you resolve them?

Case of Holly "issues"

- Trainee is burned out

- Trainee has had inconsistent supervision

- Trainee is not "matched" to an appropriate site

- Novice supervisors at all levels

- Pressure to "look good" is present at all levels

What happened to Holly

- Graduated…not enough documentation to warrant not graduating

- Met requirements

- Changed process of supervisors and sup of sup

Other cases?

Examples?

Creating a Support Plan

Support Plan Protocol

THE ONGOING COMPETENCY EVALUATION (OCE FORM)

1. When a supervisor has a concern about a student and identifies an issue/concern, the supervisor will engage in a 1:1 conversation with the student regarding the issue or concern. If the supervisor and student are able to create a plan to remediate the issue/concern and it is resolved, no further action needs to be taken.

STOP

2. Once a supervisor has met 1:1 with the student and the outcome of the meeting is:
   a) The student disagrees with the issue/concern,
   b) The student agrees to address the issue/concern but has demonstrated no progress, or
   c) The student issue/concern has worsened, then..........

   The supervisor then consults with the Director of Fieldwork. The supervisor and Director of Fieldwork develop a strategy for following up on the issue:

   If after consulting with the Director of Fieldwork and the student issue/concern is resolved, then no further action is needed.

STOP

3. If the student issue/concern is not resolved, then the Director of Fieldwork contacts the Academic Advisor and Department Chair. If the Department Chair, Advisor and Director of Fieldwork are able to reach a resolution to address the issue/concern with the student, then no further action is needed.

STOP

4. If the student issue/concern is not resolved or the student does not follow the remediation/support plan as outlined, then the appropriate academic dean is contacted.

Sample Support Plan

STUDENT SUPPORT FORM FOR ONGOING COMPETENCY EVALUATION (OCE FORM)

Date _____

Name of Faculty/Staff Member _____Academic Advisor/Faculty Member and Director of Fieldwork _____

Name of Student _____

Student's Program of Study _____

FOCUS OF SUPPORT: (Check as many areas as applicable):
- ☐ Time Management – meeting deadlines
- ☐ Academic Performance
- ☐ Professionalism/Ethical – didn't follow ACA ethical code or student handbook
- ☐ Communication (Email/phone/face-to-face with Faculty/Staff)
- ☐ Communication (Email/phone/face-to-face with Peers)
- ☐ Classroom performance
- ☐ Clinical Skills – "coachablity"
- ☐ Fieldwork
- ☐ Excessive absences/tardiness
- ☐ Other _____

Description (Substantiate information):

Multiple concerns were discussed at faculty meeting regarding student's readiness to enter the field due to ethical concerns, meeting deadlines, counseling skill set, "coachability", and accountability.

Date of Discussion with Student/Student Meeting: _____

Outcome of Student Meeting (Including discussion of potential strategic plan):

Student to request help when needed. Hold self-accountable and be open to change. Accept and incorporate feedback given by site supervisor, faculty supervisor and peers. Abide by ACA code of ethic and student handbook when interacting with clients, site supervisor, faculty supervisor, coworkers and peers.

Date of Discussion with Instructor/Director of Fieldwork (If warranted): _____

Date of Discussion with Faculty Advisor (if Warranted): _____

Date of Discussion with Department Chair (if Warranted): _____

Date of Discussion with Academic Dean (if Warranted): _____

STRATEGIC PLAN:

Once student submits a complete fieldwork application by the appropriate deadline and the application is approved, the Director of FW will contact site supervisor and faculty supervisor to inform and include them into the strategic plan developed for student success (see above). Faculty supervisor to check in with site supervisor every week for first few weeks to monitor student's performance. Director of FW will check in with faculty supervisor monthly to assess progress in fulfilling student support form.

I HAVE REVIEWED THIS PLAN WITH MY FACULTY MEMBER AND DEPARTMENT CHAIR AND AGREE TO COMPLETE THIS PLAN AS WRITTEN:

_____
Student Signature/Date

_____
Faculty Signature/Date

_____
Received by Department Chair Signature/Date
PROGRESS REPORT:
__ SITUATION HAS BEEN RESOLVED.
__ SITUATION IS BEING RESOLVED.
__ SUFFICIENT PROGRESS HAS NOT BEEN DEMONSTRATED

Other strategies

(Swank and McCarthy, 2012)

APPENDIX

Counselor Feedback Training Model

Part I

I. Introductory activity (icebreaker)
II. Beliefs and values (Corrective Feedback Instrument–Revised)
III. Didactic instruction: What, why, how
IV. Practice: Written, watch role play, participate in role play

Part II

I. Discussion: Experience, reflection
II. Didactic review: How
III. Practice: Watch role play, participate in role play
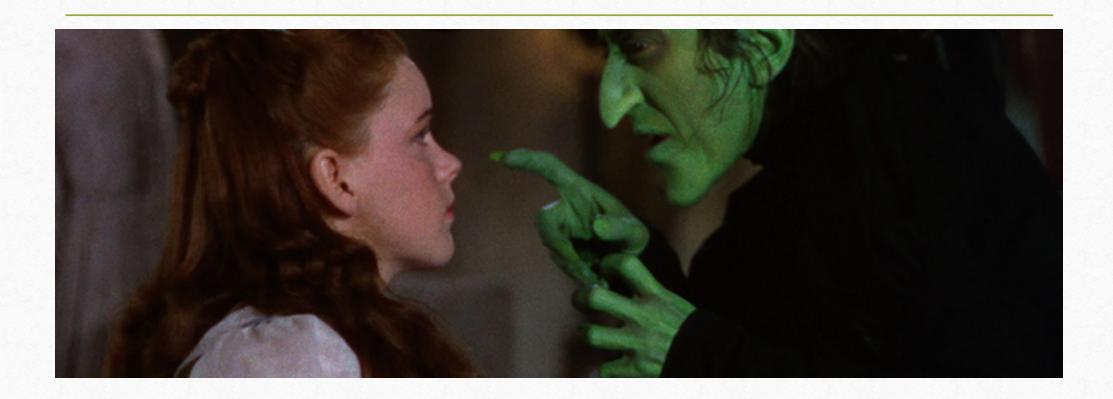
Strategies for building alliance

- Three picture activity (both ways) (Subway, Starbucks, Shake shack)
- MBTI (INFP)
- Strengths quest
- Corrective feedback survey
- Theory of supervision
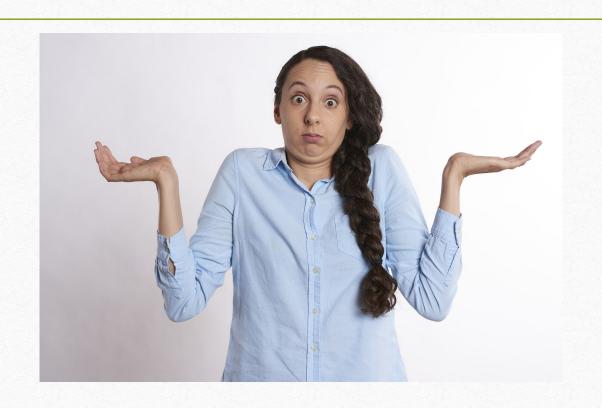- Experience of/with supervision (both ways)

Summary

- "When one of us tells the truth, he makes it easier for all of us to open our hearts to our pain and that of others." (Pipher)

Summary

So what, now what?

- **"If I ever go looking for my heart's desire again, I won't look any further than my own back yard. Because if it isn't there, I never really lost it to begin with."**

Contact Information

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