

Elements of a Successful Training Program in College Counseling Centers

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Overview

- Explore the Role of Training in the Counseling Center Environment
- Understand the Different Disciplines involved in Training
- Developmental Approach to Understanding Trainees Needs
- Professional Development of Supervisors
- Infrastructure Needs
- Resources for Training Staff

Temperature of the Room

- A little about all of you....
 - Type of work you do
 - Role in a Counseling Center
 - Experience providing supervision
 - Goals for today

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A little about me...

- Associate Director of Training and Operations at NC State University
 - Worked here for over 16 years
 - Been licensed since 1998
 - Been supervising since 2000 and added the LPC-S credential in 2012
 - In charge of the training program since 2004
 - Started with 2 masters level interns
 - Currently over 20 trainees
 - 4 Masters level Practicum trainees in Counseling
 - 6 Masters level Interns in Counseling & Social Work
 - 4 Pre-Doctoral Psychology Interns
 - 6 Post Masters Fellows
 - 2 Post Doctoral Psychology Fellows
 - 5 Psychiatry Residents/Fellows

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Role of Training in the Counseling Center Environment

- Symbiotic
- Win – Win
- Bang for your Buck
- Keeps you on your Toes
- Contributes to the Profession
- Unique opportunity for ACCA to support All trainees but especially Masters Level
- Recruiting Pipeline

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Meeting Needs of Emerging Professionals

- Each year Counseling Programs graduate students into a profession that is not ready for those that are not fully licensed
- As a counselor Educator, Each year I have part of a lecture about preparing to be “underemployed” during your path to licensure
- As a training Director Each year I have discussions around ways of getting the clinical experience and supervision needed after Internship in order to become fully licensed.
- Professions such as Psychology have a clear structure laid out through APA that a student can progress through as a Clear Pathway to licensure.
- From Internship to Post-Doc to EPPP to Licensure has emerging professions poised to launch their careers

Multidisciplinary Opportunities

- Counseling
 - Practicum
 - Internship
 - Post Masters Fellowship
- Social work
 - Field Experience (1st year and 2nd year)
 - Post Masters Fellowship
- Psychology
 - Practicum
 - Pre-Doctoral Internship
 - Post-Doctoral Fellowship
- Psychiatry
 - Residency / Fellows

Counseling

- Follow the impact of CACREP
- Know the licensure laws in your state and the state of any trainee
- Practicum - Internship Pipeline / Timing Issues
- Work with your home program but recruit widely
- Know the selection timelines for each program
- Interview and base expectations on developmental level
- Ensure appropriate training / licensure for supervisors

Social Work

- Know the licensure laws in your state and the state of any trainee
- Field Experience 1 & 2 Pipeline / Timing Issues
- Work with your home program but recruit widely
- Know the selection timelines for each program
- Interview and base expectations on developmental level
- Ensure appropriate training / licensure for supervisors

Psychology

- Follow the impact of APA / APPIC / ACCTA
- Know the licensure laws in your state and the state of any trainee
- Practicum - Internship Pipeline / Timing Issues
- Work with your home program but recruit widely
- Know the selection timelines and Match Process
- Interview and base expectations on developmental level
- Ensure appropriate training / licensure for supervisors / APA
Accreditation is a heavy drain on resources and can be very rewarding

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Developmental Approach to Understanding Trainees Needs

- Integrated Development Model of supervision
- Developed by and Stoltenberg and Delworth (1987)
- The IDM describes three levels of Counselor Development:
- Can Also be Applied to Supervisor Development and Leadership Development
- Developmental supervision provides the Trainee with the appropriate level of supervision based on their current level of functioning, with the ultimate goal of having the supervisee become more responsible for their own actions over time.

IDM Model of Counselor Development

Level	Overview of Stage	Self-Other Awareness	Motivation	Autonomy
Level 1	Limited training or experience in the specific domain of supervision (i.e. treatment planning, case conceptualization, etc.)	High levels of self-focus, with little self-evaluation, anxiety related to evaluation by supervisor, concerned with "doing it right"	Motivation and anxiety are focused on acquisition of skills. Want to know the "correct" approach to working with clients	Very dependent upon supervisor, requires high levels of structure, positive reinforcement. Unable to tolerate direct confrontation
Level 2	Transitioning for high levels of dependence and imitative forms of counseling. Beginning to respond to the highly structured supervisory practices of Level 1. This usually occurs after two to three semesters of supervised work.	Increased ability to focus on client and exhibit empathy. Still struggles with balancing focus on self and client. May become confused and enmeshed with client	Fluctuates between high levels of confidence, feelings of incompetence, and confusion	Vacillates between autonomy and dependence. This may manifest in the form of resistance
Level 3	Beginning to develop a personalized approach to counseling. Understands and utilizes "self" in therapy.	A different type of self awareness emerges. Demonstrates the ability to stay focused on client while attending to personal reactions and responses to client. This ability is utilized in decision-making about the client	Consistent as confidence increases, may still exhibit some self-doubt, but the doubt has less impact on ability to proceed	Solid belief in own judgment, and skills. Supervision becomes more of a consultant and increase collegiality is exhibited
Level 3i (Integrated)	The supervisee has reached Level 3 across multiple domains. A personal style of counseling has emerged and the supervisee demonstrates high levels of awareness regarding personal competency.			

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Appropriate Developmental Progression

- Meeting Trainees where they are at
- Balancing Confidence with Competence
- Balancing Challenge with Growth
 - Comfort Zone vs Trial by Fire
- Gatekeeping
- Managing Liability

Working Alliance

- It is the supervisor's responsibility to develop an atmosphere conducive to learning at the onset of supervision
- Acceptance of the personhood of the supervisee
- Create a sense of safety and being cared for
- Healthy working alliance promotes reduction in nondisclosure
- Strong working alliance can help navigate challenges in supervision and repair any ruptures

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Professional Development of Supervisors

- Best lesson I learned (ie was taught) as a training director has been to remember that you are the Staff's Training Director too.
- Some graduate programs have formal training in supervision
- Some enjoy it more than others
- Some are eager others may have to be incentivized
- Developing your pool of supervisors is an essential part of staff development and recruitment

Discrimination Model of Supervision

- Versatile model of supervision that attends to 3 separate Foci...
 - Intervention – Supervisee’s Skills
 - Conceptualization – Supervisee’s understanding of therapeutic process
 - Personalization – Understanding role of “self”
- While attending to three supervisor roles...
 - Teacher – Providing structure through instruction, modeling, and direct feedback
 - Counselor – Enhances supervisee’s self-reflection and use of self
 - Consultant – Collegial role that promotes self-reliance
 - Gatekeeper – Ensures integrity of the profession and safety of clients

(Bernard & Goodyear, 2014)

Interplay of Training and Supervision

- Keep in mind the developmental level of the trainee and the supervisor
- Keep in mind the developmental level of leadership
- For example a level 2 trainee may be working with a level 1 supervisor and if the training director is also level 1 there could be a whole lot of skirting around issues rather than addressing them.
- Also if you have multiple levels of supervision, advanced trainees can provide some supervision for the entry level ones

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Infrastructure Needs

- Stakeholders
 - Staff Buy in
 - Faculty / Program Buy in
 - Students for Recruitment
- Space
 - Dedicated Space
 - Shared Space
- Technology (recording equipment – encryption/privacy)
- Available Supervisors
 - Professional Development needs & Recruitment
- Stipends – For advanced trainees

Infrastructure Needs

- Structure
- Policies and Procedures
- Evaluation Tools
- Forms, Paperwork, etc...

Lessons I've Learned

- Growing Pains of Young Clinicians in First Clinical and First Permanent Positions
- Impact on other Training Cohorts (sibling rivalry & “flagship”)
- Impact on Masters Level Trainees not selected for Advanced Trainee
- Impact on Advanced Trainees not hired for permanent positions
- Rivalry between cohorts / comradery between cohorts
- Hire for the Team
- Document, Document, Document...

Resources for Training

- Supervision and Training Committee of ACCA is developing a resources directory for members that should be available soon
- Compiled resources from various training sites to provide examples and downloadable resources for any size program
- Will be maintained and continuously updated to ensure most current material available.
- Taps into our community of knowledge and contributes to atmosphere of sharing and connection

Structure of Training Resources

1. Intern Selection (resources around the selection process of interns)
2. Training Manuals / Policies / Procedures
3. Intern / Internship Evaluations
4. Sample Schedules
5. Seminar / Training Topics and Resources
6. Supervision / Support Materials
7. Additional Training Tasks & Policies

Samples...

- Case Load Grid – Tool for Trainees to Prepare for Supervision
- Remediation Plan – Tool to address skills or comporment deficiencies

Ex: Training Risk Assessment

- Working with Suicidal Clients
- Suicide Risk Assessment Checklist
- Suicide Risk Continuum
- Crisis Response Plan

References

- Bernard, J.M. & Goodyear, R.K. (2014). *Fundamentals of Clinical Supervision*. Boston: Pearson.
- Falendar, C., Shafranske, E., & Ofek, A. (2014). Competent clinical supervision: Emerging effective practices. *Counseling Psychology Quarterly*, 27(4), 393 – 408.
- Stoltenberg, C.D. & Delworth, U. (1998). *IDM supervision: An integrated developmental model of supervising counselors and therapists*. San Francisco: Jossey-Bass.