

Providing Spiritually Sensitive Supervision for Social Workers and other Mental Health Providers

Christine E. Buckingham, PhD, LCPC, ACS (MD-LCPC), NCC
 NACSW Preconference Workshop, Annapolis, MD
 November 6, 2014

All rights reserved.

Providing Spiritually Sensitive Supervision For Social Workers And Other Mental Health Providers

- Spiritually sensitive supervision encompasses a view of self, others, the work, the world, and the transcendent
- Providing supervision is an opportunity to aid in the development of the supervisor's and the supervisee's sensitivity toward the client's spirituality.
- This workshop will address ethical spiritually sensitive supervision by looking at the spiritual position of the supervisor and supervisee, the content of supervision and the context for supervision.

PART I

PRIMARYLY OBJECTIVE -- RESEARCH & EMPIRICAL BASIS

- Ethics & Competency vis-a-vis Supervision and Spirituality
- Definitions & Constructs
- Identity
 - Professional, Personal, Integrated
 - Developmental Model basis

4

We are not human beings having a spiritual experience;
We are spiritual beings having a human experience.

Teilhard deChardin

5

Ethics & Competency

Overarching Ethical Stance of Competence, Beneficence, and no Maleficence.

- Not practicing beyond scope of training or experience without relevant education, training, consultation, or supervision.
- Includes issues of diversity, ethnicity, cultural and spiritual competence

6

Ethical Considerations for Supervisors

Supervisor/Supervisee relationship - Relationship is a cornerstone of SV

- Prescribed Relationship
- Role of Supervisor
- Position of the supervisee
- Power differential
- Transference/Countertransference - authority issues
- Developmental Concerns of the Supervisor and Supervisor
 - Models can be very helpful

Ethical Considerations for Spiritually Sensitive Supervision

- Supervisor/Supervisee relationship
 - Position of the Supervisor: Not a counselor, priest or spiritual director, yet spirituality, authority and power are present.
 - Position of the Supervisee: Not a counselee, penitent, parishioner, yet there is an element of submission to the power and authority of the Supervisor
 - Effects on the relationship of Power Differential
 - Transference/Countertransference - need to consider spiritual issues
 - Developmental Concerns of the Supervisor and Supervisor

Clinical intuition - even when it is accurate - is of little long-term value to persons in the helping professions unless it can be broken down, elucidated and examined. To develop one's skills and level of understanding of the whole therapeutic process, there must be a definable logical approach to reviewing one's professional work with a more experienced colleague. The heart of this process is what is commonly known as 'supervision'.

Estadt, Compton, and Blanchette (1987, p. 1)

Importance of Clear Definitions



10

First Things First



What does supervision mean by the profession?

11

Review of the Related Literature

Buckingham, 2012

- Supervision is crucial along clinical path. (Bernard & Goodyear, 2009)
- The Approved Clinical Supervisor (ACS) certification is now part of the counseling laws in 12 states. (NBCC, 2014)
- Yet, language of supervision has not been clear (Bernard & Goodyear, 1998; Skovholt, 2010, Buckingham, 2012)

12

Review of the Related Literature

(Buckingham, 2012)

- Little was known about the role of supervision over the lifespan of professional counselors
- Little was known about the developmental path for licensed professional counselors over their professional lifespan
- There was no model of the role and function of professional supervision in the trajectory of licensed professional counselors
- No supervision model in literature that supervisors providing professional supervision could reference

13

Review of the Related Literature

Buckingham, 2012

- Supervision can be a lifelong path to mastering counseling (Granello, 2010; Buckingham, 2012))
- Literature review revealed expectation that professional counselors in latter developmental stages is for their development as supervisors, not for their personal on-going growth (Buckingham, 2012)

14

Review of the Related Literature: Two types of supervision

Buckingham, 2012

Pre-licensure

- Counselor Education - internships/practicum
- Ethics, CACREP guidelines
- Clinical supervision required by state licensing boards while working toward licensure.

Post licensure

- To fulfill continuing education requirements in most states
- For adherence to professional ethical guidelines
- For extending practice in areas beyond scope of training or supervised experience
- When mandated for counselors under sanction

15

Working Definitions & Constructs

- Supervision -- Adding a third level for clarity (Buckingham, 2012)
- Training SV: During practicum/internship
- Clinical SV: Pre-licensure
- Professional SV: Post-licensure

16

Professional Supervision is partly defined by Content & Context (Structure)

- Content and structure are important constructs for professional supervision
- In this study, professional supervision was viewed as between peers, mutually respectful, not hierarchical, not evaluative (Beddoe, 2012)
- Inter-professional collaboration consultation is beginning to be addressed in the literature (Mellin, Hunt, & Nichols, 2011). (Over half of participants in this study were in cross-disciplinary peer supervision groups.)

Buckingham, 2012

17

Professional Supervision Content

- Supervision provided to fully licensed professional counselors that is a structured event, can consist of case presentations and clinical material and may include didactic elements. *Client confidentiality is maintained.*
- Primarily to enhance the professional development and growth of the supervisees
- Participants have agreed upon norms regarding the purpose.

Buckingham, 2012

18

Professional Supervision Context/Structure

Buckingham, 2012

- May be peer led
- May be supervisor led either with or without remuneration
- Not a "water cooler" conversation
- Client confidentiality is maintained
- May have a written contract between supervisor and supervisee(s)
- Format can be individual, triadic, group. If a group format, has an established membership, identified meeting frequency, and identified norms

19

Professional supervision far exceeds the idea of meeting for case consultation, or for having other professionals support one's decisions about meeting reporting requirements or standards of practice, or getting feedback concerning ethical dilemmas.

What emerged from the data affirms that while those things are important, professional supervision is a means of a lifelong integrative process of personal identity, professional identity, and values held.

(Buckingham, 2012)

20

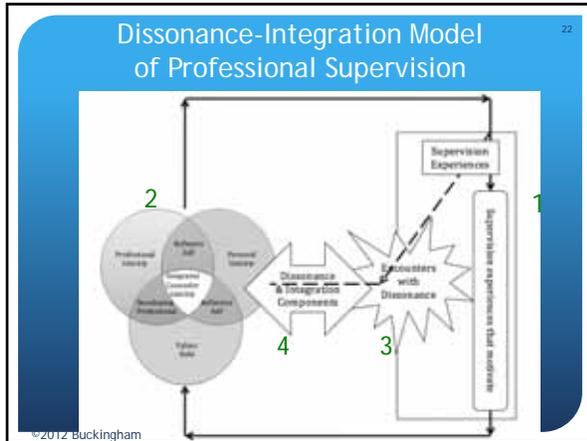
Supervision Construct

Supervision allows a "junior" colleague to review their work with a "senior" colleague for professional development and to provide ethical care to the client with awareness of beneficence and maleficence in a context where client confidentiality is maintained and privacy is respected.

21

Models of Supervision

- Rønnestad & Skovholt
- Stage Model (linear) - IDM
- Process Model (non-linear, skill mastery) -- Loganbill, Hardy & Delworth
- Dissonance-Integration Model of Professional Supervision (Buckingham 2012). D-IMPS extends the primary developmental models of supervision



Identity

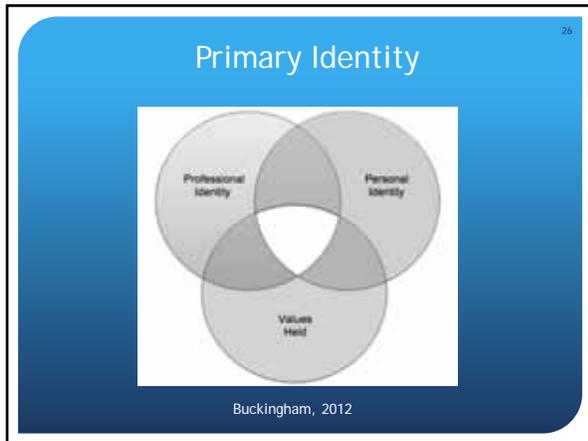
Includes personal identity, professional identity, values held, a view of one's self, others, one's work, the world, and includes paradigms/constructs of transcendence which includes good/evil.

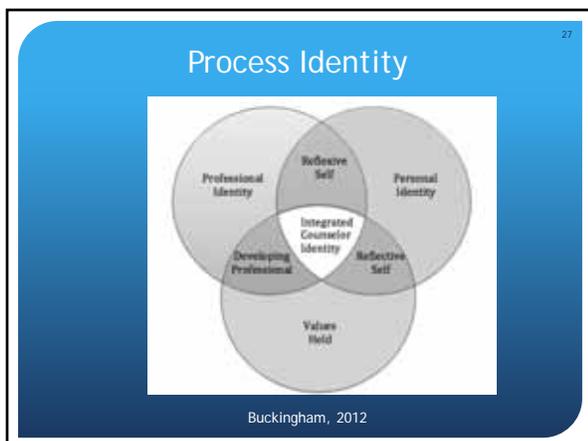
Buckingham, 2014

Counseling has a Lifelong Developmental Path

- A central element that distinguishes development from stagnation is the presence or absence of the practitioner's own internalized development process (Skovholt & Rønnestad, 1992)
- Counselor development is a career-long path and includes life-long learning (Granello, 2010; Rønnestad & Skovholt, 2003, 2001)
- Supervision can support the ongoing development of core competencies (Bieschke, Fouad, Collins & Halonen, 2004)
- Professional supervision supported on-going professional development and counseling mastery across the lifespan (Jennings, Sovereign, Bottorff, Mussell, & Vye, 2005)







28

REFLECTION



29

Encounters with Dissonance

Cognitive Dissonance

An internal conflict experienced in an individual when their behavior and beliefs/values conflict. (Festinger, 1957/1962)

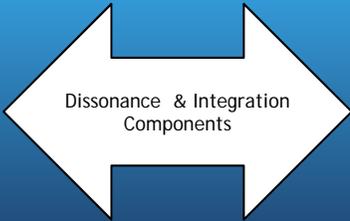
The state of tension - or dissonance -- is understood to create impetus toward:

changing beliefs/values, changing behavior , or changing their perception of their actions.

Buckingham, 2012

30

Dissonance & Integration Components



31

Dissonance-Integration Model of Professional Supervision D-IMPS

Buckingham, 2012

32

Life Christian Counseling Network (LCCN) Supervision Model

- Began as a way to fill a need for fellowship and to counter isolation.
- Was developed as a safe place to discuss one's work and to deal with transference and countertransference issues.
- Discussion of one's work helped to identify spiritual components of the work.
- Counselors aren't pressured to demonstrate competence, but curiosity, self awareness, and transference/CT.
- An important aspect was to discuss the integration of faith and practice.
- Helped counselors in their personal and professional development.

33

Considering Professional Supervision

- Who is your tribe?
- Who are your influencers?
- Where are you safe to take your professional work?
- Where do you take your crisis points/dissonance?

52

REFLECTION



53

APPLICATION

Identifying Personal Growing Edges



54

For questions or comments contact Christine Buckingham,
PhD, LCPC, NCC, MD Approved Clinical Supervisor for
LCPCs

Executive Director, Life Christian Counseling Network

www.LifeChristianCounselingNetwork

301-292-2778

Dr.Chris@lifechristiancounseling.com

95

Resources

- Religious and Spiritual Health & Maturity Three Models (Richards & Bergin, 1997)
 - Fowler's Stages of Faith & Selfhood (1996)
 - Paloutzian and Ellison's Two Dimension Model of Spiritual Well-Being (1979; Ellison, 1983)
 - Maloney's Eight Dimensional Model of Christian Maturity (1985)
- Techniques - Many found in Richards & Bergin (1997) *A Spiritual Strategy for counseling and psychotherapy*. Washington, DC: APA.
- Measurement & Assessment Tools
 - NACSW Bookstore has many resources.
 - Faith Maturity Scale
 - Spiritual Life Line
 - Spiritual Assessment/Intake

96

References

American Counseling Association (2014). *ACA Code of Ethics*.

American Counseling Association (2009). *Competencies for addressing spiritual and religious issues in counseling*. Revised and Approved, 5/5/2009 *ASERVIC 5/5/09, adopted by ACA. Retrieved 10-10-14 from <http://www.aservic.org/wp-content/uploads/2010/04/2011712182-Competencies-for-Addressing-Spiritual-and-Religious-Issues-in-Counseling.pdf>

Bergin, A. E., Payne L.R., & Richards, P.S. (1996). Values in psychotherapy. In E. Shafranske (Ed.), *Religion and the clinical practice of psychology* (pp. 297-325). Washington DC: American Psychological Association.

Bernard, J. & Goodyear, R., (1998). Clinical supervision, lessons from the literature. *Counselor Education and Supervision* 38(1), pp. 6-22.

Bernard, J. & Goodyear, R. (2009). *Fundamentals of clinical supervision (4th ed.)*. Upper Saddle River, NJ: Pearson.

Charmaz, K. (2009). *Constructing a grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage Publications.

Council for Accreditation on Counseling and Related Educational Programs (CACREP). 2009. *Standards*. Retrieved 1-24-11 from <http://www.cacrep.org/doc/2009%20standards%20with%20cover.pdf>

Glaser, B. & Strauss, A. (1967/2009). *The discovery of grounded theory: Strategies for qualitative research*. Transaction Publishers, Rutgers: Piscataway, NJ.

97

References

Goodyear, R. K., Wertheimer A., Cypers, S., & Rosemond, M. (2003). Refining the map of the counselor development journey: Response to Rønnestad & Skovholt. *Journal of Career Development* (30), No. 1, Fall 2003, 73-80.

Leitch-Allford, L. (2008) I think I may be in over my head: A study of counselor ethical decision-making patterns in boundaries of competence concern situations. *Dissertation Abstracts International, Section A*. 68/07. Available from PsycINFO database. (No. 1379528261)

Martin, J. & Slemon, A. G., Hiebert, B., Hallberg, E. T. & Cummings, A. L. (1989). Conceptualizations of novice and experienced counselors. *Journal of Counseling Psychology* 36(4), 395-400.

Myers, L. (2014). A steady hand. *Counseling Today*, 27(15), 30-39.

National Board for Certified Counselors (2005). *Code of ethics*.

Richards, P. S., & Bergin, A. E. (2002). *A spiritual strategy for counseling and psychotherapy*. American Psychological Association: Washington, DC.

Rønnestad, M., Orlinsky D., Parks, B., & Davis, J. (1997). Supervisors of psychotherapy: Mapping experience level and supervisory confidence. *European Psychologist*, 2(3), 191-201. doi:10.1027/1016-9040.2.3.191

Rønnestad, M., & Skovholt, T. (1993). Supervision of beginning and advanced graduate students of counseling and psychotherapy. *Journal of Counseling & Development*, 71(4), 396-405. Retrieved from PsycINFO database.

58

References

Rannestad, M., & Skovholt, T. (2003). The journey of the counselor and therapist: Research findings and perspectives on professional development. *Journal of Career Development, 30*(1), 5-44. doi:10.1023/A:1025173508081

Rannestad, M., & Skovholt, T. (2003). The journey of the counselor and therapist: Research findings and perspectives on professional development. *Journal of Career Development, 30*(1), 5-44. doi:10.1023/A:1025173508081

Stollenberg, C. (1981). Approaching supervision from a developmental perspective: The counselor complexity model. *Journal of Counseling Psychology, 28*(1), 59-65.

Welfare, L. E. & Borders, L. D. (2010). Counselor cognitions: general and domain-specific complexity. *Counselor Education and Supervision, 49*(3), 162-178.
