Expert Clinical Supervisors’ Descriptions of Easy and Challenging Supervisees
Room 210

Expert supervisors provided descriptions of what made two of their recent supervisees easy or challenging. We will present the results of content analysis along with the most frequently reported categories and comparisons of the categories for the easy and challenging supervisees. We will also discuss limitations and implications for future research and practice.

Gulsah Kemer, PhD, Old Dominion University
L. DiAnne Borders, PhD, University of North Carolina at Greensboro
Jeff Moe, PhD, Old Dominion University

Multicultural Group Supervision: Reflections of Self in the Experience
Room 211

Multicultural supervision lends supports and guides therapist development with respect to self-reflection. The purpose of this presentation is to examine multicultural group supervision in relation to
transference, countertransference, and family of origin themes experienced in the process. We will explore how these themes emerge and play out in supervision and their impact on client work.

Vivian L. Tamkin, PhD, University of California, Irvine  
Laura Wallerstein, MA, University of California, Irvine

Deal Makers and Deal Breakers for Field Instructors  
Room 212

In today's environment, social work values may be having less of an influence on organizational behavior than the effects from external market forces. Come explore research designed to explore and analyze the impact of limited resources and increased demands for fiscal accountability upon social work supervision.

Anne E. Fortune, PhD, University at Albany  
Lara Bowen, MSW, University at Albany

Supervision that Facilitates Healing and Recovery with “Racialized” Counselors  
Room 213

During this workshop participants will learn new tools and strategies to transform supervisory relationships with “racialized” counsellors into “brave spaces” where healing, recovery and learning optimally take place. The complex challenges of “racialized” counsellors will be explored. Finally, instruction around how to devise effective plans for supervising counsellors who experience racial discrimination will be provided.

Tenniel Rock, MSW, The Center for Anti-Oppressive Communication

Using Relational-Cultural Theory in Social Work Supervision: A Contemporary Model of Supervision  
Room 215

Relational-Cultural Theory, an evidence based approach in which the importance of connected relationships is primary and which fully considers the impact of race and culture, is well-suited to social work practice in agencies which serve diverse, complex populations. The proposed presentation will describe the application of Relational-Cultural Theory to supervisory social work relationship.

Lisa M. Eible, DSW, University of Pennsylvania

Some Effective Strategies for the Psychodynamic Supervision of Technique and Alliance
Room 216

Supervision in relation to the research literature on cognitive and information-processing factors affecting expertise, as well as attachment theory and self-efficacy will be presented in terms of their effect upon the alliance between graduate trainees and their supervisors. Didactic methods utilized in this supervision process will be provided and the practical implications of structured clinical training in graduate education will be reviewed.

Mark J. Hilsenroth, PhD, Adelphi University
Integrating Mindfulness Into Counselor Education Courses
Room 210

Within the past decade there has been an explosion of research supporting the use of mindfulness in a variety of contexts, including education, counseling, and healthcare. In this interactive presentation, participants will learn ways in which mindfulness principles can be integrated into counselor training courses. The results of the qualitative study that examined the experience of master’s-level students who participated in a mindfulness-based Counseling Theory and Practice course will be addressed.

Jason Duffy, PhD, Syracuse University

Defining Professional Use of Self: A Relational Model of Clinical Supervision Training
Room 211

The term ‘professional use of self’ can be difficult to define. This presentation will discuss the development of a clinical supervision training based in relational-cultural theory and will address ways that professional use of self is defined and actualized via this training model.

Tamera Linseisen, MSSW, University of Texas at Austin

The Impact of Structured Peer Feedback in Group Supervision on Counselor Cognitive Complexity Development
Room 212

This presentation highlights findings from a mixed methods study examining the influence of structured peer feedback in group supervision on counselor cognitive complexity development. Learn practical implications for structuring peer feedback in group supervision for counselors.

W. Bradley McKibben, PhD, The University of Alabama
L. DiAnne Borders, PhD, University of North Carolina at Greensboro

Advancing the Clinical Workforce in Social Services to Older Adults through Supervisor Training and Professional Development
This presentation reports the outcomes of a tested model of supervisor continuing education and professional development. Piloted in New York City from 2009 to 2014, the program provides advanced training that enhanced gerontological knowledge and teaching and leadership skills, and addresses the problem of unmet need among older adults for gerontologically competent social work services.

Daniel Kaplan, PhD, Adelphi University

Intentional nondisclosure in supervision: What is not being said by therapists
Room 214

This presentation will review findings from a recent study that examined factors of supervision as predictors of therapist intentional nondisclosure. These factors include social perceptions of a supervisor, the supervisory working alliance, and supervisee attachment styles. In addition to these findings, the implications for supervisors and therapists will be reviewed.

Ryan Cook, MA, Virginia Tech

Creative Approaches to Address Secondary Trauma in Clinical Supervision
Room 215

This presentation will focus on ways to assist clinicians in implementing a trauma-informed approach in their work while also addressing their own secondary trauma through experiential supervision activities.

John Sherry, PhD, University of Northern British Columbia
Ryan James, MEd, University of Northern British Columbia

Content Analysis of Supervisees’ Reports of Helpful Events in Group Supervision
Room 216

Based on a content analysis of three years’ worth of supervision evaluations, attendees will learn what supervisees recall about supervision and what they find helpful in supervision. Supervisors are intentional about planning effective supervision but may not always know how it is perceived and received from supervisees. Presenters will discuss practice implications for supervisors, particularly those doing group supervision with Master’s level trainees.

Leah Clarke, PhD, Messiah College
Heather Barto, PhD, Messiah College
Culturally Affirming Clinical Supervision for Clinicians of Color
Room 210

This presentation will raise critical consciousness, accountability and empowerment in the supervisory relationship. There is a growing need for clinical supervisors to develop cultural competence in their supervision approach and style. Clinicians of color need to be affirmed, empowered and aware of the intra/inter-cultural dynamics inherent in the supervision process.

Allen Lipscomb, PhD, California State University Northridge
Wendy Ashley, PsyD, California State University Northridge

Clinical Supervision Training of MSW Students: An Experiential Approach
Room 211

Upon graduating MSWs are often asked to serve as agency field instructors; but they do so with limited knowledge about how to provide effective supervision. This presentation outlines clinical supervision training for MSW students and discusses an experiential approach to teaching supervision at the master’s level.

Chris Simmons, PhD, University of South Florida

Providing constructive feedback in sensitive situations: A challenge for supervisors
Room 212

Providing constructive feedback in challenging situation can be difficult within the relational context of supervisor/supervisee. This presentation will introduce an online resource that will focus on the competencies and skills necessary to provide effective feedback and promote learning.

Andrea Litvack, MSW, University of Toronto
Ellen Katz, PhD, University of Toronto

Setting Expectations: Providing Site Supervisors with Tools for Success
Room 213

Given that many site counseling supervisors do not have specific supervision training nor the time or resources to take a course in supervision; the responsibility tends to fall on the university faculty supervisor or the counseling department to provide appropriate training to the site supervisors. This presentation will share one counselor education department’s attempt to bridge the gap via an alternative framework for providing the missing supervisory training while respecting site supervisors’ busy schedules.

Cheryl Neale-McFall, PhD, West Chester University of Pennsylvania
Vickie Ann McCoy, PhD, West Chester University of Pennsylvania

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Clinical Supervision in Correctional Environments: Navigating the Multiple Roles and Obligations of Supervisors
Room 214

This presentation will utilize the presenter’s experiences and a recent qualitative investigation to highlight the challenges faced in providing clinical supervision within a correctional environment. Specific issues that will be addressed are working with security staff, navigating institutional rules and the responsibility supervisors have for the safety of their supervisees.

Paul Carrola, PhD, University of Texas at El Paso
Enobong Inyang, PhD, University of Texas at El Paso

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The Development of a SNAP Model of Clinical Supervision
Room 215

An integrated model of clinical supervision will be presented for an EBP for children with severe disruptive behavioral difficulties. The presentation will review theoretical perspectives and practice models of clinical supervision as contributing to the development of an evidence-informed model of supervision.

Karen Sewell, MSW, University of Toronto

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Innovations in the assessment of practicum competencies: The use of standardised vignettes
Room 216

The results of a study of eight clusters of competencies will be discussed. These competencies include: assessment, intervention, cross-cultural competence, boundaries, professional demand, counseling and interpersonal skills, ethical awareness, professionalism, communication, reflective competence and
psychological testing. Implications for training and supervision both within psychology and across disciplines will be outlined.

Craig Gonsalvez, PhD, Western Sydney University
Developing inter-professional peer group clinical supervision - action research in healthcare
Room 210

Explore the implementation of an inter-professional peer clinical supervision group (IPPCSG) in UK community healthcare. Insights into the development of supervisory relationships in group format supervision are shared, including how trust developed & how the processes employed equalized power. Study conclusions suggest that embedded structure played a key role in this IPPCSG and that taking explicit notice of work-related emotion was critical in generating learning & personal development.

Claire Johnson, MSc, The University of Huddersfield, UK

Illuminating the Hidden Perspective of Personal Trauma History in Supervision
Room 211

The presentation will provide valuable information to supervisors of all levels, especially those who conduct supervisor clinical work with clients who have a history of trauma. The presentation is organized around how having a personal trauma history might impact the supervisory relationship and how supervisors can effectively assist supervises.

Tamarine Foreman, PhD, Ohio University
Isabelle Ong, PhD, University of North Carolina at Greensboro

Using Action in Supervision
Room 212

There is a growing body of research that supports the idea that bodies have their own intelligence and that insight can come from action. This experiential workshop will demonstrate how to use action-oriented techniques to overcome a therapist's therapeutic impasse. Please come prepared with a case where you are working with a supervisee and feel stuck or need support.
Parallel Process as a Fascinating Supervision Fiction: On Spooky, Uncanny, and Other-Worldly Action Reconsidered  
Room 213

Reconsidered: Our primary “evidence” for parallel process remains the clinical case report, case example, or anecdote. But much of that “evidence” can be easily explained away via rival hypotheses and alternate explanations. Based on a selective review of case examples and anecdotes across the last six decades parallel process was seen as a supervision phenomenon that requires greater clarity as a construct and how it manifests within the supervisory case material.

C. Edward Watkins, Jr., PhD, University of North Texas

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Group Supervision in Professional Counseling: The Impact of two Methods on Trainee Self Efficacy  
Room 214

This presentation will discuss a recent study completed by the presenter that explored the lived experiences of counselors in training that experienced mindfulness-based activities in a counseling theory and practice course.

Tim VanderGast, PhD, William Paterson University

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Clinical Supervision in Turkey: Current Issues and Challenges  
Room 215

The aim of this presentation is to understand current issues and identify challenges in the development of clinical supervision in Turkey. Clinical supervision in Turkey and the United States will be compared and potential cultural differences contributing to challenges in clinical supervision in Turkey will be examined. Supervision models will be reviewed and appropriate ones for the Turkish culture and the Turkish education system will be discussed.

Suleyman Akcil, MEd, Kent State University  
Dursun Didem Kepir-Savoly, MA, Hacettepe University

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Effects of an Integrative field seminar for MSW students  
Room 216

This study suggests that for MSW students participation in an integrative field seminar fosters higher critical thinking, identification with the social work profession, and satisfaction with their field education.

Anne E. Fortune, PhD, University at Albany
“Sacred Time”: Putting Supervision Back on the Agenda
Room 210

This presentation provides the results of a mixed-methods study conducted in Northern Ireland, United Kingdom in 2015. This unique international study explores the beliefs and attitudes regarding what constitutes "effective supervision" from the perspectives of line workers, supervisors, and managers employed in one child and family serving organization.

Katharine Dill, PhD, Trent University

Omission of Student Clinical Supervision in Botswana: Implications for Counseling Practice
Room 211

In the absence of clinical supervision during training, some of the questions examined within this presentation are: (1) Do counselor educators have confidence that these graduates will somehow develop ethical skills and work habits (2) Is there a likelihood of graduates becoming professionally stagnant and remaining incompetent for the rest of their career lives? (3) Is it possible that they can develop unjustified confidence in their individually designed approaches to care?

Sithandzile Msimanga, PhD, University of Botswana

Using Metaphoric Stories in Counselor and Supervisor Training to Facilitate Development
Room 212

This workshop will overview the use of metaphor in counseling, counselor training, and counselor supervision and presents innovative activities employing metaphoric stories that can be used for supervision and training purposes. Two recent qualitative studies examining the efficacy of the approach will be discussed.

Jason Duffy, PhD, Syracuse University

Defining Mentor Functions in Clinical Supervision
Room 213
The results of a recent pilot study into mentorship and supervision outcomes are presented. Presenters will identify how clinical supervision in mental health training may incorporate mentor functions present across both academic and workplace settings and will synthesize the current literature to present a model for how mentor functions may be integrated with clinical supervision models.

Seema Saigal, PhD, Adler University

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**Fostering self-awareness, reflection and emotion regulation in supervisees**
Room 214

The challenging for supervisors is to support staff in working through emotionally challenging situations while respecting personal boundaries. This presentation will introduce an online resource that focuses on the competencies and skills necessary to promote supervisee self-awareness, encourage reflection and assist supervisees in improving emotion regulation.

Ellen Katz, PhD, University of Toronto
Andrea Litvack, MSW, University of Toronto

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**One of these is not like the other: Supervisors of color working with white supervisees**
Room 215

Although a supervisor may have power imbued by their very nature of being in a hierarchical relationship, supervisors of color often have challenges that undermine their effectiveness in asserting or utilizing said powers. Through the lens of Critical Race Theory, we will address the role of race and power in the supervisory relationships using the Discrimination Model as framework.

Ebony White, MS, Montclair State University
Sailume Walo-Roberts, Doctoral Candidate, Montclair State University

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**Discovering Supportive Supervision Practices: Co-Constructing Relational Power within the Supervisory Relationship**
Room 216

Presenters will share how their supervisor/supervisee relationship and journeys within the doctoral program have reaffirmed their understanding of the importance of supportive supervision as opposed to power driven supervision. They will discuss their plan to study the relationship between vicarious traumatization and supportive supervision when working with child welfare and mental health staff.

Natalie Brooks Wilson, MSW, Adelphi University
Joanna Barberii-Rosario, MSW, Adelphi University
A supervision model for evaluating supervision: the conceptual framework
Room 210

This presentation examines how the “semi-open supervision systems model” was developed and evaluated, and examines why this ‘evidence informed’ and ‘tested’ model makes an important contribution to the development of the field of supervision study.

Sharon Lambley, MBA, University of Essex

Utilizing Motivational Interviewing in Clinical Supervision: A Developmental Perspective
Room 211

Motivational Interviewing (MI) is introduced as a method of engaging supervisees to promote involvement in supervision and professional development. The relational and technical elements of MI will be described and case studies will be discussed to illustrate how this approach is utilized with supervisees representing various developmental levels.

Edward Wahesh, PhD, Villanova University

101 Unconventional Interventions in Group Psychotherapy
Room 212

The traditional mode of intervention, the interpretation, doesn't necessarily work with pre-oedipal group members. Unconventional interventions have been shown to be more effective with this population.

Robert Pepper, PhD, Long Island Institute for Mental Health

Using a Reflective Practice Approach within the Discrimination Model in Supervision Groups
Room 214
The target audiences of this presentation are Group Supervision Supervisors. The purpose is to provide an opportunity to explore how reflective practice methods can augment the implementation of the Discrimination Model and enhance the feedback exchange both toward and between supervisees for the duration of the supervision group.

Matthew Day, PhD, Queens College, CUNY

Supervisee Non-Disclosure in Clinical Supervision: Developing the Construct and Testing the Psychometric Properties of the SNDS
Room 215

The presentation is targeted to interdisciplinary and international supervisors and supervisees interested in scale construction and supervisee non-disclosure. We (a) briefly contrast and compare two approaches to developing and testing the psychometric properties of measures: Classical Test Theory and Item Response Theory (IRT), and (b) present psychometric data for the Supervisee Non-Disclosure Scales (SNDS) via IRT including descriptive findings about and changes to the construct of supervisee non-disclosure.

Michael V. Ellis, PhD, University at Albany

A Qualitative study of Triadic Supervision: Current Practices, Recommendations & Next Steps
Room 216

This presentation will discuss the results of a qualitative dissertation study which explored the perceptions, experiences and practices of supervisors with regards to triadic supervision. Implications for clinical supervisors and counselor educators will be reviewed, where best practices for building a healthy supervision culture, specific training needs of triadic supervisors and best practices for constructing supervision triads will be highlighted.

Kharod France, PhD, The George Washington University
Christian Chan, MA, The George Washington University
The Integration of Spirituality into Clinical Supervision
Room 210

This presentation will help supervisors have a better theoretical and practical understanding of how to incorporate religious and spiritual issues into the supervision process when appropriate and agreed upon by both the supervisor and the supervisee.

Heather Barto, PhD, Messiah College
Leah Clarke, PhD, Messiah College

Becoming a Clinical Supervisor
Room 211

Supervision is key to the professional development of the supervisee. However, within the context of the crisis driven work, it can sometimes take a back seat to the “real” work and become a dry part of the supervisor’s daily tasks. Using a creative arts approach and with the purpose of engaging supervision in a productive, creative and inspiring way, this hands-on workshop will bring back the passion to supervising and the “Super” to supervision.

Monica Duque, MA, Coalition for Hispanic Family Services
Gabriela Ortiz, MA, Coalition for Hispanic Family Services

Enhancing MSW Student Fieldwork Education through Dialectical Behavior Therapy (DBT) Mindfulness Skills Training
Room 212

Doctoral students will share their experiences as developing clinical supervisors including supervising Masters’ students, identity development (i.e., personal self, counselor self, supervisor self, and educator self), challenges with supervisees as a beginning supervisor, credibility issues, developing a supervision style, parallel processes in supervision of counselors and supervision of supervision, and learning how to adapt supervision approaches to fit the supervisee's developmental needs.

Vanessa N. O’Hare, MA, Old Dominion University
Sandy-Ann M. Griffith, MA, Old Dominion University
Anthony Vajda, MA, Old Dominion University
Gulsah Kemer, PhD, Old Dominion University

Practicum Supervision: A Transformative Process?
Room 213

Practicum supervision is an area in the mental health profession that warrants further exploration. In my research I tackle the complexity of practicum supervision using a case study approach. Examining the conversations between a supervisor, a student, and a client from a transformative learning perspective, I hope to find a relationship between beliefs, values, and expectations and the learning process.

Violetta Przeworski, BA, Athabasca University

Effectiveness of Supervision for Social Workers dealing with Child Abuse: The Contribution of Role Characteristics and Functions of Supervision
Room 214

This presentation will focus on the question: What Can Make Supervision of Social Workers Dealing with Child Abuse More Effective? We will examine how the extent of exposure to child abuse, years of work experience, role stress and the three functions of supervision – administration, education, and emotional support contribute to the effective supervision of social workers dealing with children at risk.

Haya Itzhaky, PhD, Bar Ilan University
Shlomit Weiss-Dagan, PhD, Bar Ilvan University