

CCPA'S SUPERVISION INITIATIVES: WHERE WE HAVE BEEN, WHERE WE ARE NOW, WHERE WE ARE GOING

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THE NEED FOR TRAINED CLINICAL SUPERVISORS

- Crucial component in the initial and ongoing training of counsellors/psychotherapists
- Historically, few opportunities to gain formal didactic and supervised training in clinical supervision
- Cannot rely on the “learning-through-exposure” or “osmosis” model

THE NEED FOR TRAINED CLINICAL SUPERVISORS

- Clinical supervision is the third most frequent activity of professional helpers (Norcross, Hedges, & Castle, 2002)
- 85-90% of practitioners with 15 or more years of counselling/psychotherapy experience engage in supervision (Rønnestad, Orlinsky, Parks, & Davis, 1997)

“SOMETHING DOES NOT COMPUTE” (WATKINS, 1997)

- Supervisors are called to conduct clinical supervision “in a competent manner in which ethical standards, legal prescriptions, and professional practices are used to promote and protect the welfare of the client, the profession, and society at large” (Falender & Shafranske, 2004, p. 3)
- Watkins (1997) lamented the discrepancy between rigorous academic preparation of helping professionals and the lack of training of their clinical supervisors

WHERE WE ARE NOW: CCPA INITIATIVES

- established the Canadian Certified Counsellor- Supervisor (CCC-S) credential
- published a clinical supervision handbook in 2012
- launched an online graduate course in clinical supervision
- introduced a multi-authored text on clinical supervision in 2016
- developed a clinical supervision website: <https://www.ccpa-accp.ca/resources/clinical-supervision/>
- continual work with practitioners and researchers to develop webinars
- ongoing support of design and delivery of introductory, intermediate, and advanced workshops offered at CCPA conferences and across Canada
- research endeavour: creating a national clinical supervision competency framework

CANADIAN CERTIFIED COUNSELLOR-SUPERVISOR (CCC-S): CRITERIA

1. Certified member (CCC) in good standing with CCPA
2. Ethics attestation
3. Professional liability insurance that covers counselling and clinical supervision
4. Commitment to upholding CCPA's Code of Ethics and Standards of Practice
5. Ongoing professional development in the area of clinical supervision
6. Documentation of clinical experience as counsellor
7. Current CV, résumé, or a portfolio that summarizes employment history
8. Brief narrative summary of clinical supervision training

CCC-S: THREE PATHWAYS

	Pathway One	Pathway Two	Pathway Three
CCC Designation	Be a Canadian Certified Counsellor (CCC) in good standing with CCPA		
Attestation	Sign an attestation on the CCC-S Application Form regarding: <ul style="list-style-type: none"> - ethical and legal personal and professional conduct; - familiarity with, comprehension of, and commitment to CCPA's Code of Ethics and Standards of Practice; - Possession and maintenance of professional liability insurance with coverage for counselling and supervision; - Commitment to documenting minimum of 4 CECs in clinical supervision, and a minimum of 12 hours of providing eligible clinical supervision annually 		
Clinical Experience	Minimum of five (5) years of post-graduate degree experience as a practicing counsellor, within the last ten (10) years, including a minimum 800 work hours/year		
Employment History	Submit a summary of employment history including positions held, locations, duties and contact information for employers/supervisors		
Supervision Training	Submit brief narrative summary of clinical supervision training		
Supervision Experience	Submit evidence of having provided a minimum of 40 hours of clinical supervision over the last two years (including at least 4 hours of direct supervision)	Submit evidence of having provided minimum of 40 hours of clinical supervision over the last two years (including at least 4 hours of direct supervision).	Submit evidence of clinical supervisory designation whose requirements include recent clinical supervision experience equivalent to the standards of the CCC-S designation
Education in the Area of Supervision	Submit transcript confirming completion CCPA-sponsored graduate level supervision course.	Submit official transcript and course syllabus confirming completion of graduate level course in clinical supervision, from an eligible University.	Submit evidence of clinical supervisory designation with a professional association whose requirements include education equivalent to the CCPA-sponsored graduate-level supervision course.

RENEWAL OF CCC-S

Annual renewal requires the following:

- maintain the CCC credential,
- affirm the CCPA ethics declaration,
- possess professional liability insurance,
- attest to practising in accordance with CCPA's Code of Ethics and Standards of Practice,
- provide evidence of completion of continuing education requirements, and
- provide summary of 12 hours of supervision completed in past year, six hours of which involve direct supervision.

CONTINUING EDUCATION CREDITS

- CCPA members who hold the Canadian Certified Counsellor - Supervisor (CCC-S) designation are required to document a minimum of 4 Continuing Education Credits (CECs) each year that are specifically related to clinical supervision.
- The **CEC Eligible Activity Chart for Maintaining the CCC-S Credential** summarizes CEC options for maintaining CCC-S status.
- A well-rounded professional will record a variety of Learning Activities and Professional Contributions.
- These CECs will count towards the 36 CECs required in a three-year cycle to renew the CCC certification.

SUPERVISION OF COUNSELLING AND PSYCHOTHERAPY HANDBOOK: A HANDBOOK FOR CANADIAN CERTIFIED SUPERVISORS AND APPLICANTS

SHEPARD & MARTIN (2012)

SUPERVISION HANDBOOK (2012)

REVISED VERSION (2018)

Provides basic information about supervision:

- Requirements of regulatory colleges
- Roles and responsibilities of supervisors and supervisees
- The supervisor-supervisee relationship
- Models and methods of supervision
- Legal and ethical issues
- Evaluation

Templates:

- Disclosures, agreement forms, consent forms, learning plan, logbooks, case conceptualization, competency-based tracking forms, evaluation forms

ONLINE GRADUATE COURSE

ED 5850 COUNSELLING SUPERVISION: THEORY AND PRACTICE

COURSE OBJECTIVES

Counselling Supervision: Theory and Practice is an entry-level course that focuses on fundamental issues in the theory and practice of clinical supervision, including: models of supervision, the supervision relationship, the impact of culture and diversity and personal factors on supervision, supervision techniques and practices, evaluation, and legal/ethical considerations in supervision. Students will develop supervisory attitudes and knowledge that will support their role in supervisory relationships.

COURSE ASSIGNMENTS

1. Professional Documentation

2. Personal Model of Supervision: Essay that demonstrates understanding of the supervisory relationship and the links between theory and practice

3. Supervision Case Summary: Video tape of a 45-minute supervision session accompanied by a written summary and critique

4. Discussion Forum Postings

FEEDBACK FROM GRADUATE COURSE

I intend on suggesting and encouraging my manager for more peer consultation group sessions with targeted themes to discuss and support one another as supervisors. This may also include presenting to them on what I learned, sharing relevant articles and collectively watching videos and discussing thereafter. I intend on seeking further clinical supervision training to help fulfill the requirements needed for the CCC-S designation. I am hoping by then there is a stronger sense of competency with my supervision skills to undertake in my private practice setting. With that in mind, I would also want to ensure that I have secured a supervisor for my supervision.

CCPA WEBINARS (EXAMPLES)

- Supervising Online Counselling - Dan Mitchell
- Supervision: Creating Counsellor Reflective Communities - David Paré
- Micro-Practices of Reflective Supervision - David Paré
- Feminist Supervision: A Model for Knowledge and Practice - Judy Chew
- Ethical and Legal Considerations in Clinical Supervision - Beth Robinson and Jeff Landine
- Case Supervision Using Metaphors - Norman Amundson
- Reflective Practice in Supervision - Stacey Lloyd

CCPA CLINICAL SUPERVISION WORKSHOPS

A Primer on Clinical Supervision for Counsellors and Psychotherapists: Enhancing Professional Development via Establishment of a Framework for Informed Supervision

Level: Introductory

Informed Clinical Supervision in Practice: Integrating Foundational Concepts and Competencies to Optimize Process and Outcomes

Level: Intermediate

Promoting Professionalism in Clinical Supervision: Embracing Supervisory Identity and Illuminating Competence

Level: Advanced

SHEPARD, B., ROBINSON, B., & MARTIN, L. (EDS.).
(2016). **CLINICAL SUPERVISION OF THE
CANADIAN COUNSELLING AND
PSYCHOTHERAPY PROFESSION**

PEER-REVIEWED

CONTENT

- Supporting the Development of Professional Counsellors and Psychotherapists
- Clinical Supervision Requirements of Regulatory Colleges and Canadian Professional Associations
- Ethical and Legal Considerations and Practices in Clinical Supervision
- Training and Supervision of Clinical Supervisors
- Models of Supervision
- Clinical Supervision: Modalities and Methods
- Acknowledgement and Generativity in Reflective Group Supervision
- Metaphoric Case Supervision
- Feminist Supervision

CONTENT

- Supervision of School Counsellors: An Evolving Practice
- Supervision of Counselling Students in the Indigenous Community
- Career Supervision
- Challenges and Opportunities in Supervision
- Navigating Difference and Diversity in the Supervisory Relationship
- Culture-Infused Counselling Supervision
- eSupervision: Challenges of Text-based Clinical Supervision in an Online World
- Tensions in Counsellor Supervision and Supervisory Self-Care
- Direct Supervision from Students' Perspectives
- Evaluating Outcomes in Supervision Conversations

DEVELOPING A NATIONALLY-VALIDATED CLINICAL SUPERVISION COMPETENCY FRAMEWORK

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CCPA CLINICAL SUPERVISION FRAMEWORK SUPERORDINATE GOAL

further **professionalization** of clinical supervision
to cultivate **competency** and **best practice**
that will fulfill the ethical imperative of
protection of clients and the public
while concurrently promoting
professional development
of supervisees

DEFINING CLINICAL SUPERVISION

- “a distinct professional activity in which **education** and **training** aimed at developing **science-informed practice** are facilitated through a **collaborative interpersonal process**. It involves **observation, evaluation, feedback**, facilitation of supervisee **self-assessment**, and acquisition of knowledge and skills by **instruction, modeling, and mutual problem-solving**... Supervision ensures that clinical (supervision) is conducted in a competent manner in which **ethical** standards, **legal** prescriptions, and **professional** practices are used to promote and protect the **welfare** of the **client**, the **profession**, and **society at large**” (Falender & Shafranske, 2004, p. 3).

SETTING THE CANADIAN CONTEXT

- Members are primarily master’s level practitioners
- Majority of supervision occurs at the pre-service level: practicum and internship placements as part of program of study
- In-service supervision may be sought for:
 - licensure/registration with a regulatory body,
 - ongoing general professional development,
 - establishment of a specialty area of practice, or
 - to meet an ethics committee requirement

WHERE THE COMPETENCY PROJECT BEGAN

- Catalogued samples of supervision competencies (national and international) and create an annotated bibliography
- Developed draft of supervisor competencies
- Created interview questions to explore expert clinical supervisors' theories
- Developed a survey based on those interviews and draft profile distributed electronically to CCPA members who identified as supervisors
- Refined competency framework

FIRST STEPS IN THE PROJECT

Identifying Domains and Competencies

- Eight domains agreed upon
- Arose out of literature review and consultations with Janine Bernard and Carol Falender
- Subcommittees asked to provide brief overview of assigned domains and to identify approximately five competencies per domain

INITIAL DOMAINS

- Training/Development
- Foundational Knowledge
- Structuring
- Relational
- Evaluation
- Ethical, Legal, and Regulatory
- Diversity and Social Justice
- Professional

VALIDATION PROCESS: STEP ONE

Interviews with Clinical Supervisors

I'm looking again to build a relationship that's very safe, that "held" environment for them so that they feel that they can be vulnerable with me.

Competent clinical supervision is delivered by a counsellor who has significant experience, who is able and willing to draw on that experience; they have the interpersonal skills and the abilities necessary to help somebody else develop their skills and they do this with some degree of engagement and enthusiasm.

INTERVIEWS WITH CLINICAL SUPERVISORS

- *I strongly value... teaching the students about what I call the meta-process of psychotherapy. It's not just what to do but it's the conceptual understanding of what process is playing out in the session, issues of transference, counter-transference, the client's process that's playing out, being aware of the supervisee's process that is also playing out.*

SAMPLE KEY CONCEPTS FROM INTERVIEWS

- Clinical supervision competence is evinced when supervisors
 - seek to **attain** and **maintain competence**
 - receive **training** in supervision through **coursework** and **supervision of supervision** including some form of **observation** (videotape or audiotape) with **critical feedback**
 - are **familiar** with a **variety** of counselling **models**
 - establish a **collaborative** supervisory **relationship**
 - **seek feedback** from supervisees and others about the **quality** of the supervision they offer, and **incorporate** that feedback to improve supervisory competence
 - help supervisees **identify** their **strengths and limitations** and observe progress in these areas via **on-going assessment**

SAMPLE KEY CONCEPTS FROM INTERVIEWS

- Clinical supervision competence evinced when supervisors
 - **challenge** supervisees to identify and **move beyond** their **comfort zones** because this is all about learning new things and having new experiences
 - **monitor** supervisees' **documentation** (e.g., case plans, treatment plans) for quality, clarity, completeness, and content
 - ensure appropriate **creation, maintenance, storage, and security of records**
 - develop clear understanding of **professional ethics** in relationships with clients, colleagues and interns
 - are mindful of **vicarious liability**
 - promote awareness of **best financial practices** including insurance reimbursement, fee setting and collection, and financial record keeping

VALIDATION PROCESS: STEP TWO

Survey development and distribution

- Drawing from literature review, interview analysis, gap analysis
- Invitation to full CCPA membership to participate

SURVEY ANALYSIS – ITEMS NOT ENDORSED

- Appeared to be **two exceptions only** to the proposed qualifications, competencies, and best practices
- Both items located in Professional Preparedness domain
 - “Hold a **specialty credential** in clinical supervision”
 - “Have pursued **formal graduate coursework** in clinical supervision”
 - Suggests lack of readiness of Canadian practitioners at this time to conceive of these as “quite important” or “very important”
 - Anticipate that we may witness changes in this perspective over the next few years

EVOLUTION OF FRAMEWORK DOMAINS

Initial

- Training/Development
- Foundational Knowledge
- Structuring
- Relational
- Evaluation
- Ethical, Legal, and Regulatory
- Diversity and Social Justice
- Professional

Final

- Professional Preparedness
- Structuring
- Relational
- Assessment, Feedback, Evaluation, and Reporting
- Ethical, Legal, and Regulatory
- Diversity and Social Justice
- Professionalism

WHERE WE ARE GOING: MOVING AHEAD

CCPA Clinical Supervision Framework: Qualifications, Competencies, and Best Practices

- Incorporation of research to support seven domains
- Final report and framework document to CCPA
- CJCP article: Combining interview data and survey responses

WHERE WE ARE GOING: COLLABORATION AND COLLECTIVE COMMITMENT

CCPA Advancement of Clinical Supervision Committee

CCPA Counsellor Educators Chapter expansion to include clinical supervisors and designated Director

CCPA National Clinical Supervision Symposium

WHERE WE ARE GOING: MAINTAINING MOMENTUM

- Manual to support use of the framework
- Webinars and workshops exploring potential applications of the framework and manner of application
- Research on efficacy of the framework
- Development of a structured self-appraisal process for clinical supervisors to assist with professional growth planning

REVIEW AND REVISE CCPA ETHICS DOCUMENTS

- *CCPA Code of Ethics and Standards of Practice* updates to include greater attention to clinical supervision
- Incorporate research from the Technology and Innovative Solutions Chapter
 - e.g., e-supervision,
 - supervision of online counselling

CCPA EDUCATIONAL RESOURCES TO SUPPORT CLINICAL SUPERVISION TRAINING

- Training materials
 - Case conceptualization
 - Evaluation, feedback, and remediation
- Videos of simulated and actual supervision
- **Case book:** exploring range of practice contexts (settings and approaches) such as public school, community college, university, hospital, hospice, corrections, religious/spiritual, private practice, agency, cultural community, Indigenous, northern, rural, career counselling, play therapy, art therapy, e-counselling, animal-assisted therapy, couples, family, group)