



Supervision Track *(All times in Eastern Daylight Time)*

Thursday, June 17, 2021

9:00 – 10:00 AM Breakout Session Number 1

Creating Community in a Virtual Training Clinic

Presented by Jessica Gutheil, LPC, NCC & Megan Little, CPC, LPC

How do we bring moments of joy and laughter back into our clinic community when we are all burned out and tired of looking at our Zoom screens? Students in their internship placements have the additional challenge of applying their clinical skills in a virtual setting. The ability to check in with a supervisor or a peer is not as accessible as it was previously. Elements of cohesion in a cohort relationship are limited due to the lack of in person connection. These challenges have required intentionality and creativity to build and strengthen the community in our training clinic setting. This has allowed for innovative approaches in mentorship, peer to peer support and community engagement. In this presentation we will discuss the barriers we have encountered in building a cohesive community in a remote environment and how we have addressed these hurdles using a creative approach in supervision, weekly seminars, clinic meetings, and creating additional opportunities for morale boosting exchanges.

Friday, June 18, 2021

12:00 – 1:00 PM Breakout Session Number 1

Supervision, Diversity and Multicultural: Mentoring as a Supervision Technique

Presented by Daniel B. Amparbeng, M. Ed, LPC, NCC & Yegan Pillay, LPCC-S & Brandon Tomlinson, LPC (OH), NCC

There has been an increased number of international students attending universities in the United States, which has resulted in a growing number of international students in counseling programs. Cultural differences necessitate culturally appropriate supervision models for counselors and supervisors to utilize when working with international students. The presenters will identify and delineate the challenges and unique supervision needs of international counseling students and highlights the importance of mentoring as a culturally appropriate complementary supervision technique when supervising international counseling students. The presenters propose the inclusion of mentoring with Bernard's discrimination model of supervision as a strategy to enhance the counseling skills of international students.



Tuesday, June 22, 2021

2:00 – 3:15 PM Breakout Session Number 2

Foundations of Supervision

Presented by Katie Ruscitto, PhD, LMHC, ACS, CAADC, NCC & Macie Stead, Ph.D., LMHC, CMHS

Supervision focuses on client welfare and helps uphold ethical, legal, and professional practice standards. Supervision is led by a professional counselor to aid in development and alignment to practice standards. This 60-minute training will serve as a foundation for new supervisors. You will learn about the ethical expectations of clinical supervisors, supervision models that can be applied to practice, gain insights about the supervisory relationship, and explore the supervisory contract.

Wednesday, June 23, 2021

12:00 – 1:00 PM Breakout Session Number 1

Embodying Inner Resources to Prevent Counselor Burnout in the COVID-19 Era

Presented by Laurel Shaler, NCC, LPC, LCSW, LISW-CP & Holly Johnson, LCMHCS, NCC & Jeff Boatner, LPC, LMFT, NCC

In the Covid-19 era, unprecedented changes have caused counselors to struggle to maintain work boundaries and foster their own emotional health and well-being. Many counselors find it challenging to face the same anxiety, uncertainty, and stressors as those who are seeking their services. This session provides insights, knowledge, and practical tools for understanding, responding to, and preventing compassion fatigue, secondary trauma, and burnout in the lives of helping professionals. It provides strategies for finding hope in hopeless situations. The workshop is lively and experiential and will leave participants with optimism and an ability to experience their work as fueling and effective as they reconcile what they experience with the value of their work.

4:00 – 5:30 PM Breakout Session Number 3

Addressing Religious-Based Values Conflicts in Clinical Supervision

Presented by Anita Neuer Colburn, PhD, LPC (VA), LMHCs (NC), BC-TMH, ACS, NCC & Keith Mobley, PhD, LMHC (WA), LCMHCS (NC), ACS, NCC

Counselors, clients and supervisors all hold deeply personal values and cannot divorce themselves from bringing those values into the the counseling or supervision office (Hook et al., 2017). At the same time, our AMHCA (2015) and ACA (2014) codes of ethics restrict counselors from imposing their values on clients. Additionally, the ACES (2011) Best Practices document implores supervisors to promote contextual sensitivity around multicultural factors. Values are culturally based, and can be imposed in simple and subtle



ways, often an unintentional byproduct of implicit bias. More obvious ways of imposing values include referring a client out due to a seemingly irreconcilable values difference. Recent court cases (Ward v. Wilbanks, others) and literature (Hook et al., 2017; Kocet & Herlihy, 2012; Priest & Wickel, 2011) confirm that counselors have had difficulty successfully navigating values conflicts. While supervisors are charged with assisting in resolving values conflicts, they frequently report feeling ill-prepared to assist supervisees in such a monumental task. Metacompetence is a clinician's ability to assess what one knows and what one doesn't know. It requires introspection about one's personal cognitive processes and products and is dependent on self-awareness, self-reflection, and self-assessment (Weinert, 2001). Supervisors guide the development of metacompetence by encouraging and reinforcing supervisee's development of skills in self-assessment (Falender & Shafranske, 2007).

4:00 – 5:30 PM Breakout Session Number 3

Creating School-Based Mental Health Collaborations in Rural Communities

Presented by Tracie Rutherford Self, PhD, LMHC & Eran Hanke, PhD, LMHC

The purpose of this presentation is to describe how counselor education programs can collaborate with rural schools to respond to the mental health needs of K-12 students and to better prepare counselors-in-training (CIT) to serve rural communities. While it is estimated over 20% of students in schools have diagnosable mental health conditions, up to 70% of those students receive little to no services; this is further complicated by students who live in rural areas where access to services are less than their counterparts in urban settings (van Vulpen, Habegar, Simmons, 2018). The presenters will identify the prevalence of mental health concerns of youth and the impact of rural culture. This will include information from a review of the literature, the results of screenings conducted within a rural school district in the Midwest and interviews with school staff and administrators. The presenters will then discuss models for providing school-based mental health services in rural communities and offer examples of how one counselor education program has taken steps to integrate these models into counselor training which addresses the availability and accessibility of mental health services among rural youth.

Friday, June 25, 2021

12:00 – 1:15 PM Breakout Session Number 1

Increasing Connection in the Virtual World

Presented by Angel Golson, PhD, LPC-S, NCC & Capri Brooks, PhD, LPC-S, NCC, NCSC

Online programs continue to quickly expand at a high rate. Many faculty members who have taught in the traditional format are now challenged to adapt to the online world of teaching. Paul & Cochran (2013) believed that one of the biggest challenges of distance education is the communication factor because around 55% of communication happens non-verbally. For years, researchers (Chickering & Ehrmann, 1996, Mayadas, 1997) have



acknowledged faculty communication as an essential feature in helping students who are struggling. Many online students have unique needs because they are often older and have a greater number of responsibilities in comparison to residential programs and traditional students (Mayadas, 1997; Newbold, Seifert, Doherty, Scheffler, Ray 2017). The faculty advising or mentorship role can be crucial in enhancing student engagement leading to student success and degree completion. This presentation will provide a review of the literature on advising and mentorship along with providing the results of ongoing research conducted at a large online counseling education program. Tips and tools will be provided to the participants in order to assist them in constructing their own personalized model for staying connected within an online setting.