

# Supervising the Novice Provider: Implementation of a Skills Lab

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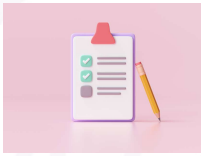
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CHILD ADVOCACY CENTER

Our mission is to prevent abuse, protect children  
and heal families.

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## Objectives

- Themes encountered when onboarding clinical staff and interns into the provision of treatment for youth with problematic sexual behavior will be discussed.
- Participants will learn about the developmental process, from conceptualization through execution, of an innovative clinical skills lab at a CAC.
- Role-plays will be used to create an immersive and interactive experience for participants to practice using strategies from the skills lab in real time.



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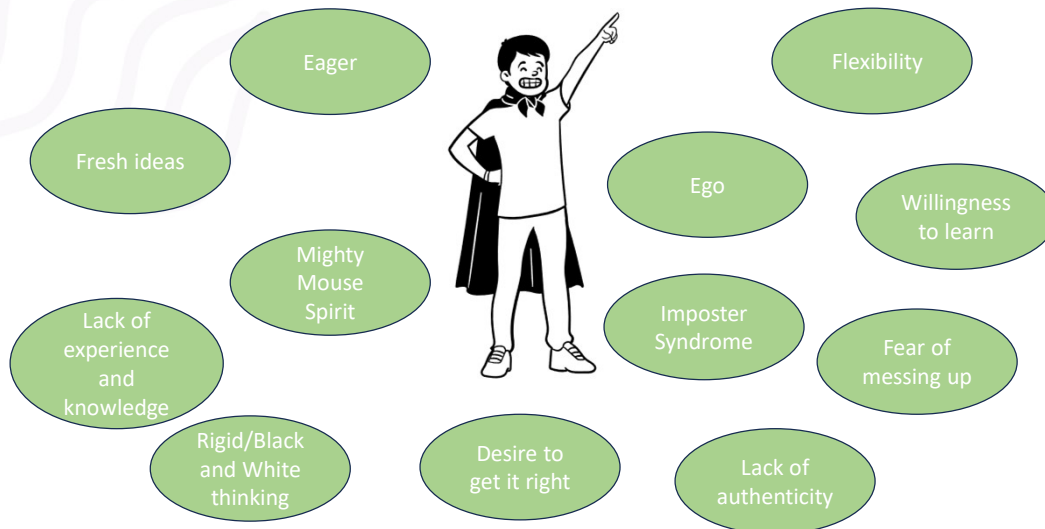
## The Why

Themes encountered when onboarding new clinicians/interns



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## Characteristics of a Novice Provider



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## Rationale

- Bolster the intern program
  - Before and after
- Address challenges early on
- Target the clinical skills necessary to deliver the intervention
- Group skills
- Increase facilitation confidence



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# Development of the Clinical Skills Lab



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## Brainstorming



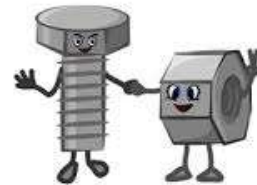
- Summaries, reflections, paraphrases
- Strategies to encourage cross talk
- How to manage monopolizers
- How to build a group voice in family based
- Basic group skills
- Labeled Praises and Active Ignoring
- The skills of co-facilitating
- Cross session connections
- Building a session outline
- Art vs science
- Managing check-in
- Time management
- Building cohesion
- Being confident with behavior management



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## Nuts and Bolts

- Pre/post test
- Coding sheets
  - Trainer experiences
- Two half-day workshops
  - Foundational
  - Advanced
- Worksheets for the clinical skills lab
- Agenda for labs



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## Clinical Skills Lab I

- Rationale
- Foundational Clinical Skills Handout
  - See, Do, Teach
- Behavior Management
  - Active Ignoring, Direct Commands, and managing monopolizers
  - Nonverbal cues and setting up the room
- Energy Vignette
- Developmentally Appropriate Language



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## Clinical Skills Lab II

- How to build an agenda/Time Management
- Rationale
- Managing Check-in
- Art Vs. Science
- Self-Disclosure
- Socratic Questioning
- Culturally Competent Delivery
- Building Cohesion
- Authenticity



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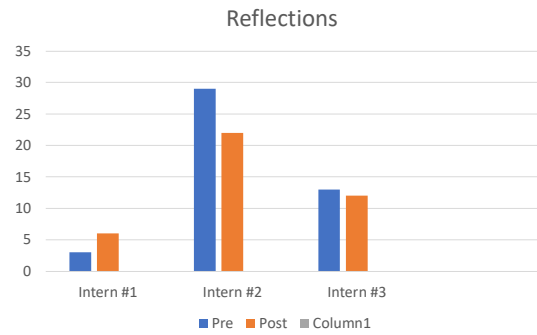
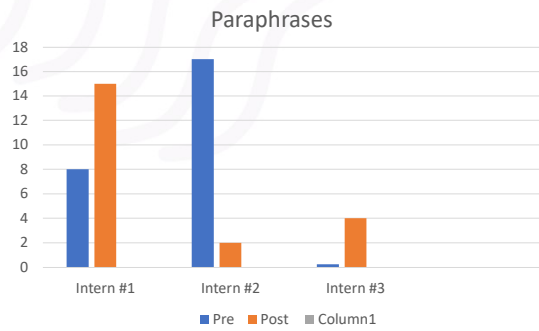
## Interns' Experience

- Roleplays were key
- Comparison happened between interns
- Understanding the skill but having difficulty in practice



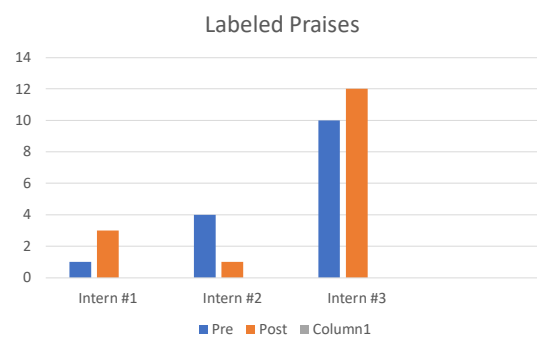
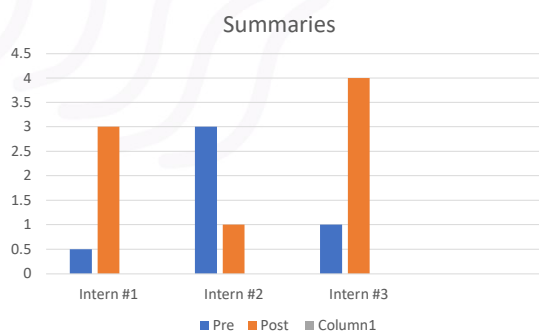
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## Pre/Post Coding



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## Pre/Post Coding



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## Group Activity

- In your group, role play facilitating the assigned activity
  - Group 1: Self-Disclosure Vignette
  - Group 2: Art Vs. Science
  - Group 3: Socratic Questions
  - Group 4: Culturally competent delivery using Socratic questions



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## Contact Us

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