

MODULE 7: Counselor Development

INSTRUCTOR'S OUTLINE

NOTES

INSTRUCTIONAL METHODS

- Presentations
- Practice exercises
- Discussion

PARTICIPANT MATERIALS

- Participant Workbooks
- *Performance Assessment Rubrics for the Addiction Counseling Competencies* (Gallon and Porter, 2011)
- *Addiction Counseling Competencies: The Knowledge, Skills and Attitudes of Professional Practice* (CSAT, 2006)
- Handouts
 - Professional Development Plan
 - Supervisor Professional Development Plan

TRAINING AIDS

- PowerPoint slides 7-1 through 7-16 on computer disk
- LCD projector or overhead projector and screen
- Easel pad or white board, markers, and masking tape

INSTRUCTIONAL RESOURCES

- *Competencies for Substance Abuse Treatment Clinical Supervisors* (CSAT, TAP 21-A, 2007)
- *Clinical Supervision and Professional Development of the Substance Abuse Counselor* (CSAT, TIP 52, 2009)

ROOM SET-UP

- Round or rectangle tables for 4-6 participants each to allow for discussion and ample space for use of participant materials and exercises.

120 minutes



7-1 Module Title

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RECAP & INTRODUCTION

> (5 minutes)

Set the context for the current module by reviewing the topics covered to date:

- Module 1: Roles and Definitions
- Module 2: A Personal Model of Supervision
- Module 3: Supervisory Alliance
- Module 4: Modalities, Methods
- Module 5: Assessment Resources
- Module 6: Performance Evaluation

Then introduce the module by reviewing the purpose and learning objectives.

PURPOSE

Introduce a collaborative method for facilitating counselor professional development based on supervisor assessment of job performance and negotiation of a measurable proficiency improvement plan.

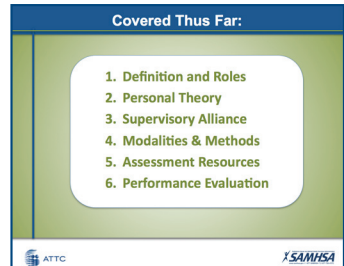
LEARNING OBJECTIVES

Participants will be able to:

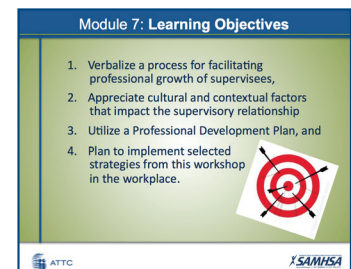
1. Verbalize a process for facilitating professional growth of supervisees.
2. Appreciate the cultural and contextual factors that impact the supervisory relationship.
3. Utilize a Professional Development Plan to negotiate and document an agreement to improve counselor job performance.
4. Plan to implement selected strategies from this workshop in the workplace.

TRAINER NOTE:

Remind the group there is a take-home assignment to be completed in order to receive a certificate for the 16 continuing education hours awarded following successful completion of the workshop. This assignment will be described at the conclusion of this module.



7-2 Recap



7-3 Learning Objectives

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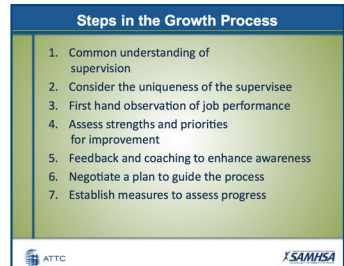
NOTES

KEY STEPS IN THE PROCESS OF PROMOTING GROWTH

> (5 minutes)

Briefly review the following model for how to assure the ongoing development of counselor skills. Note that several of these steps have been covered and those that have not will be introduced in this portion of the workshop.

1. Both the supervisor and counselor understand one purpose of supervision is to assist the supervisee in building the knowledge, skills and attitudes essential to effective practice.
2. The context for professional counselor development is a collaborative alliance with the supervisor taking into account the unique individual characteristics and perspectives of the supervisee.
3. First hand observation is essential to developing an understanding of the counselor's knowledge, skills and attitudes.
4. An assessment of job performance helps identify both strengths and priorities for professional improvement.
5. Feedback and coaching help improve the counselor's self-awareness and understanding of agency expectations related to job performance.
6. A professional development plan negotiated between supervisor and supervisee can guide a process of knowledge and skill acquisition.
7. Establishing how progress or achievement will be measured helps determine the success of the process and make clear the criteria by which performance will be judged.



7-4 Key steps in the growth process

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RELATIONSHIP, CULTURE AND CONTEXTUAL FACTORS IN FACILITATING COUNSELOR DEVELOPMENT

> (15 minutes)

Note that these topics were addressed in the online course. Briefly review the following points:

- When we speak of context, we are referring to each person's unique frame of reference that influences the ways in which we think, perceive, interpret, and act.
- When we refer to cultural competence, we are talking about a person's ability to acknowledge cultural differences, to recognize personal biases and assumptions, and a willingness to increase personal knowledge and understanding of cultural differences.
- In relationships like clinical supervision, contextual factors often come into play. Context includes a broad range of factors such as ethnicity, culture, age, gender, socio-economic background, job position, education, experience, and treatment approach.

GUIDELINES FOR BUILDING AND DEMONSTRATING CULTURAL SENSITIVITY

Share the following as a review of what was presented in the online portion of the course:

- Become self-aware – of your identity as well as biases
- Engage a supervisee-centered relationship – know supervisees' individualized needs
- Be culturally responsive – Learn and use the supervisee's cultural knowledge, experience, and learning styles to tailor your supervision

SAY

Each person brings a unique set of personal characteristics to the clinical setting. As supervisors and supervisees interact with one another, their relationship is strongly affected by each other's characteristics.

Relationship issues can arise from any of these personal characteristics:

- Ethnicity and race
- Age
- Gender
- Recovery
- Education
- Religion
- Culture
- Sexual orientation



7-5 Guidelines for Gaining Cultural Sensitivity



7-6 Relationship issues

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STRATEGIES FOR BUILDING A RELATIONSHIP

Note: Supervisors play a critical role in increasing the understanding of how diversity can strengthen the work and clinical environment in an agency. And they have an obligation to seek ways to diminish problems caused by inattention to contextual factors.

Invite the group to consider how supervisors can improve the effectiveness of their supervisory relationships. Ask the participants to silently review the potential strategies on Slide 7-7 which a supervisor might employ:

- Recognize own biases and assumptions
- Explore and discuss differences openly
- Increase personal sensitivity
- Value differences
- Promote contextual understanding
- Use context to strengthen relationships
- Create collaboration
- Promote learning and growth
- Provide proactive staff training
- Create an open environment for multicultural communication

Refer to page 64 in the Participant Workbook.

ASK

Ask the group which strategies are most important to them. Allow the discussion to proceed for several minutes. Provide closure with a description of some simple steps to enhance the supervisory relationship and build a working alliance. The following are included on a slide:

- Avoid generalizations
- Remember many factors affect how people think, perceive, and act.
- Ask questions rather than assume.
- Do not imagine that you know all there is to know. There is more to learn about every culture-including your own.

Strategies for Relationship Building

- Examine your own biases and assumptions
- Explore and discuss differences openly
- Increase personal sensitivity
- Value differences
- Promote contextual understanding
- Use context to strengthen relationships
- Create collaboration
- Promote learning and growth
- Provide proactive staff training
- Create an environment for multicultural communication

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7-7 Relationship building strategies

Simple Steps

- Avoid generalizations
- Be aware that many factors affect how people think, perceive, and act
- Ask questions rather than assume
- Do not imagine you know all there is to know.

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7-8 Simple Steps

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MOVING FROM PERFORMANCE EVALUATION TO IMPROVEMENT

> (50 minutes)

Note that earlier we reviewed the steps we might want to follow to foster improvement in our supervisees. Thus far we have addressed the first five steps. We have two more to consider:

- Negotiating a plan to guide the process, and
- Determining how we will measure supervisee progress

Those are the topics we will address next. Stress that developing a plan for professional development is best done in the context of an effective working alliance with the supervisee, one embracing the issues just presented on understanding and diversity.

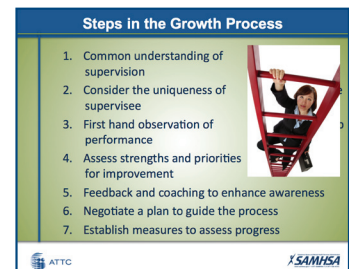
STEP 1

Begin a 15 minute presentation by proposing that a tool would help plan, keep the alliance on course, and clarify how the supervisee's progress will be measured. Elements of the tool could include:

1. Identification of a target competency
2. Counselor strengths upon which to continue development
3. Description of specific concerns to be addressed in the plan
4. Identification of knowledge, skills and/or attitudes targeted for improvement
5. Activities selected to help the supervisee achieve of the goal, and
6. How progress will be measured to assess progress

Continue the presentation by reviewing the first page of a proposed two-page form called the Professional Development Plan. Show how the information reviewed thus far contributes to filling out the form. The slide is animated and allows the trainer to click through each element of the form, clarifying the preferred content. Include the following points in the presentation:

1. Foundation/Practice Dimension and Competency form the targets of the plan and are often negotiated with the supervisee. It is important for the counselor to be invested and see the value of developing greater proficiency in the topic selected.
2. Strengths and Challenges/Concerns should be linked. The strengths provide the foundation upon which improvement will be based. The challenge/concern describes the need to improve and provides the rationale for encouraging the change.



7-9 Key steps revisited



7-10 Planning tool elements

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- Present level of proficiency can result from the supervisor's assessment or be the result of collaboration between the supervisor and counselor. It represents the starting point for the targeted improvement.
- The issue to be addressed provides specific descriptions of the knowledge, skills and/or attitudes targeted for change or improvement. They represent the prerequisites to enhanced proficiency or job performance.
- The goal is a behavioral or measurable statement of what is to be accomplished. It could be considered the outcome of the improvement process or a statement of how job performance will be improved.
- The activities include both what the counselor and the supervisor will do that will lead to achieving the goal. It is important for the activities list to be as specific as possible, including the what, where, when and how of the assignment.
- Metrics refers to how progress will be measured. Examples include the counselor producing a product like making a presentation or demonstrating the targeted behavior or skill in a role play or actual clinical session. This is an important part of the plan in that it indicates what the criteria will be for determining the extent to which the plan's goal is achieved.
- Target Completion Date establishes a time frame within which the specific activities will be accomplished. There may be several tasks to be completed, so this is not the date by which the ultimate goal will be achieved. Instead it represents the targets for completing the several objectives that may be necessary to attain the ultimate goal.

NOTES

The image shows a 'Professional Development Plan' form. It includes fields for Staff Name, Supervisor, and Date. Below these are sections for 'Issues/Practice Domains', 'Challenges/Concerns', and a table for 'Present level of proficiency from rating items'. The table has columns for 'Level of proficiency to be achieved with this learning plan' and 'Target date to complete the plan'. The 'Target Completion Date' field is also highlighted. Red circles are drawn around the 'Issues/Practice Domains' section, the 'Challenges/Concerns' section, the 'Present level of proficiency' table, and the 'Target Completion Date' field.

7-11 PDP

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STEP 2

Practice formulating a Professional Development Plan (PDP). Following the presentation invite small groups of three to develop a PDP for Megan, the counselor in the case study reviewed previously. In an earlier exercise participants identified 1-3 competencies that might be appropriate targets for Megan's professional development. Give each triad 20 minutes to fill in the form. You can handout a separate form for the group to use or ask them to use the form in their workbook. Suggest they follow this procedure:

1. Collaborate on targeting a Foundation/Practice Dimension and a single Competency, based on your previous review of the case study.
2. Describe Megan's strengths and the concerns you have related to the competency that was selected as the target for the plan.
3. Determine the proficiency level that best describes Megan's current ability, based on the Rubrics for the competency you selected.
4. Indicate which Knowledge, Skills and/or Attitudes need to be addressed from the list in TAP 21. Choose one to three to focus on as a starting point.
5. Define the goal as clearly as possible. What is the anticipated outcome or behavior which will indicate successful achievement of the goal?
6. Specify what Megan and the supervisor will do to help her accomplish the goal. It is typical for the assignment to include several activities that serve as steps to the goal.
7. Clarify how progress will be measured. What will Megan do to demonstrate her progress or completion of a specific activity or objective?
8. Identify the deadline for completing each assigned activity.

NOTES

Developing a PDP

In groups of 3:

1. Decide on a Foundation/Practice Dimension and a single Competency
2. Describe Megan's strengths and your concern
3. Assign a proficiency level from the Rubrics
4. Select 1-3 KSAs from TAP 21 to target
5. Define the goal you want Megan to achieve
6. Create a list of activities to be completed
7. Identify how progress will be measured
8. Determine a deadline date for each activity.

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7-12 Activity instructions

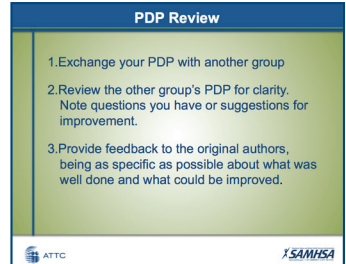
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STEP 3

Next ask each group to exchange their PDP with another triad. Give each group about 5 minutes to review the other group's work and prepare some feedback regarding the clarity of the plan and what might be improved. Then provide about 10 minutes for the triads to give each other feedback and discuss how the plans could be enhanced.

NOTES



PDP Review

1. Exchange your PDP with another group
2. Review the other group's PDP for clarity. Note questions you have or suggestions for improvement.
3. Provide feedback to the original authors, being as specific as possible about what was well done and what could be improved.

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7-13 Review and Feedback Instructions

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PRACTICE NEGOTIATING A PROFESSIONAL DEVELOPMENT PLAN

> (30 minutes)

In this final practice activity, the triads that developed the Megan PDP will now practice negotiating the PDP in a role play. Ask each triad to do the following:

1. Assign a role for each person: a supervisor, a counselor to play Megan (the supervisee) and an observer.
2. Make final adjustments to their PDP, based on the feedback they received in the previous activity.
3. Conduct a 10-15 minute supervisory interview between the supervisor and the counselor. The observer takes notes regarding use of:
 - a. ORAL feedback model
 - b. Interview structure
 - c. Skills in negotiating a clear understanding/agreement with the supervisee
4. Following the role play the observer and the counselor share feedback with the supervisor, emphasizing strengths in using the skills and noting also suggestions for potential improvement. Unfortunately, due to time constraints, there will likely not be an opportunity for other members of the triad to role play the supervisor.

During the role play practice, the trainer should monitor the interviews and serve as a consultant if any of the small groups request assistance.

Next conduct a 10-15 minute discussion with the large group. Ask for comments about successes or challenges the supervisors experienced in using the skills and negotiating with the supervisee. In closing the discussion, compliment the group on the progress you have seen and transition to the next activity which is the assignment that will conclude the workshop.

Negotiating a PDP

1. In your triad select a supervisor, counselor to play Megan, and an observer
2. Make final adjustments to your PDP
3. Conduct a 10-15 minutes supervisory interview in which you collaborate on a PDP
4. Use the Interview Structure and ORAL model
5. Debrief with observer and counselor giving supervisor feedback on use of skills



7-14 Interview practice

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FINAL ASSIGNMENT

> (10 minutes)

To complete the workshop each participant will be given an assignment to complete upon return to the worksite. The instructions appear in the workbook. They include:

The assignment is to assess your supervisory knowledge and skills using the information in *Competencies for Substance Abuse Treatment Clinical Supervisors: TAP 21-A*. Specifically, here is the assignment:

1. Read Section I: Introduction and Section II: Implementation Guidelines in *TAP 21-A*.
2. Review Section III: Foundation Areas and Section IV: Performance Domains in *TAP 21-A*.
3. Select one Foundation Area or one Performance Domain and do a self-assessment of your proficiency on each of the competencies in the Foundation or Performance Domain you select. Suggestions include:
 - a. FA3: Supervisory Alliance
 - b. PD1: Counselor Development
 - c. PD4: Performance Evaluation
4. Select one competency from the Foundation or Performance Domain you selected that you would like to improve.
5. Complete a Supervisor Professional Development Plan, using the form that appears in your Participant Workbook, for the competency you selected. Be specific with regard to what Knowledge, Skill or Attitude you want to develop, what activities you will undertake to accomplish your goal, and how you will measure your progress/success.
6. Mail the completed Supervisor PDP to your trainers for their review.
7. Upon satisfactory completion of the assignment you will receive a Continuing Education Certificate by return mail.

NOTES

Worksite Assignment

- Review *TAP 21-A*
- Select a Foundation Area or Performance Domain
- Do a self-assessment of your proficiency in the selected area
- Choose a competency that you want to improve
- Build a Professional Development Plan for yourself, focused on your selected competency
- Send your PDP to your trainer

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7-15 Worksite assignment

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CLINICAL SUPERVISION FOUNDATIONS:
Participant Workbook

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Participant Workbook
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CLOSURE

> (5 minutes)

In closing the workshop make sure you include the following:

The assignment is to assess your supervisory knowledge and skills using the information in *Competencies for Substance Abuse Treatment Clinical Supervisors: TAP 21-A*. Specifically, here is the assignment:

1. Invite participants to share any final message they might have for the group.
2. Ask each to complete the workshop evaluation form.
3. Confirm that you have each participants mailing and e-mail address.
4. Be sure to share the mailing and/or e-mail address to which their final assignment should be sent.
5. Thank everyone for attending and wish them safe travel home.



7-16 Thank you