

Supervision Series 2019

Presenters

Janet L. Muse-Burke, Ph.D., L.P.C.

Michael V. Ellis, Ph.D., ACS

Hsin-Hua Cathy Lee, Ph.D.

Friday, March 8 | Friday, April 5 | Friday, May 3
9:00 A.M. – 4:30 P.M.

Upper Main Dining Hall, Nazareth Student Center, Marywood University

ABOUT THE PRESENTERS:



Janet L. Muse-Burke, Ph.D., LPC. is an Associate Professor in the Department of Psychology and Counseling at Marywood University. In addition, she is a Licensed Professional Counselor in Pennsylvania, and she maintains a private practice in downtown Scranton. Dr. Muse-Burke earned her Ph.D. in Counseling Psychology from Lehigh University (APA-accredited). She has co-authored three book chapters, three empirical articles, and two assessment tools related to clinical supervision. Further, Dr. Muse-Burke is a frequent presenter on clinical supervision at state, national, and international conferences. Dr. Muse-Burke received three years of formal training in clinical supervision, and she has provided individual and group supervision to Master's and doctoral students as well as mental health professionals for 17 years.

MICHAEL V. ELLIS, Ph.D., ACS received his Ph.D. from the Ohio State University and an M.S. from the Illinois Institute of Technology. He is a Professor in the Division of Counseling Psychology at the University at Albany (albany.edu/counseling_psych/mellis.php). Viewed through the lens of diversity, oppression, and privilege, his teaching and research interests include clinical supervision, therapist and supervisor training, clinical judgment, and research methodology, psychometrics, and statistics. He has authored numerous articles, book chapters, and monographs, and has served on several peer-reviewed journal editorial boards. He is a Fellow of the Society of Counseling Psychology, American Psychological Association (APA). In 1993, Dr. Ellis was a Fulbright Scholar in Trinidad and Tobago. He received the 2010 Distinguished Professional Achievement Award and, along with his co-authors, the Outstanding Publication of the Year Award (2015 and 2016) from the Supervision and Training Section of the Society of Counseling Psychology (Division 17, APA).



Dr. Ellis is a New York state licensed psychologist, a NY OASAS Approved Provider of Clinical Screening and Assessment Services for Impaired Driver Offenders, and an Approved Clinical Supervisor (ACS). As a scientist-practitioner, he has over 30 years of experience as a practitioner, clinical supervisor, and supervisor trainer. He maintains a private practice (www.MichaelVEllisPhD.com), working with clients from early adolescents through the elderly, representing diverse racial and cultural backgrounds and identities with a wide variety of presenting issues. Although his practice is a general one, Dr. Ellis has particular expertise working with trauma, eating disorders, and medically-related disorders. He conducts workshops for clinical supervisors nationally and internationally.

HSIN-HUA CATHY LEE, Ph.D., is an Assistant Professor and Internship Coordinator in the Graduate Program in Counseling at Arcadia University. In addition to her role as a faculty member, she is a licensed, bilingual (English and Mandarin) psychologist in Pennsylvania (www.kassonpsychologicalservices.com). Dr. Lee received her Ph.D. in Counseling Psychology from the University at Albany, State University of New York (APA-accredited) in 2013. Prior to that, she earned an M.S. degree in marriage and family therapy from San Diego State University (AAMFT-accredited) in 2007. More specifically, Dr. Lee received two years of formal training on clinical supervision, and has presented annually on diversity issues within supervision since 2015. Dr. Lee has provided supervision to doctoral and master's-level students for over six years, and she has routinely provided group supervision to master's-level interns since 2014. Currently, she is completing a multicultural clinical internship manual, which she co-authors with two other colleagues who are passionate about multiculturalism, power, privileges, and marginalization in clinical supervision. In her private practice, Dr. Lee provides school-based consultation, as well as individual, family, and couples psychotherapy. Dr. Lee has extensive experiences working with individuals who identify as international students and immigrants (across generation status).



SUPERVISION 1: Friday, March 8, 2019 | 9:00 AM – 4:30 PM

Essential Models and Methods of Clinical Supervision

Presenter: Janet L. Muse-Burke, Ph.D., L.P.C.

PROGRAM DESCRIPTION

Most mental health professionals provide clinical supervision over the course of their careers; however, few receive training in the knowledge and skills necessary to be expert clinical supervisors. As such, this program aims to provide clinical supervisors with critical information and strategies for providing competent clinical supervision. Attendees will self-assess their supervisor competence, followed by a thorough review of the clinical supervision competencies. Further, the primary models of clinical supervision and their application will be discussed. Additionally, core processes of clinical supervision, including parallel process and supervisor countertransference, will be explored. Finally, strategies for providing trauma-informed supervision will be presented.

In order to maximize participant engagement and learning, several instructional strategies will be used. First, PowerPoints will be used to communicate foundational information, and handouts will be provided in advance of the workshop. Second, large group discussion will be employed, asking the participants to consider how the material relates to their experiences in clinical supervision. Third, small group discussion will be used to discuss more sensitive topics, including parallel process, supervisor countertransference, and trauma-informed supervision. These discussions will then be integrated into large group discussions so that experiences and strategies might be shared with all participants.

LEARNING OBJECTIVES

Upon completion of this training, the trainee will be able to:

- List the essential competencies of clinical supervisors.
- Evaluate oneself on the clinical supervision competencies.
- Describe primary models of clinical supervision.
- Identify how parallel process and supervisor countertransference might impact clinical supervision.
- List strategies for providing trauma-informed supervision.

PROGRAM AGENDA

8:30 AM Registration

9:00 AM Self-assessment of Clinical Supervision Competencies
Essential Clinical Supervision Competencies

10:30 AM Break

10:45 AM Models of Clinical Supervision

12:00 PM Lunch

1:00 PM Parallel Process
Supervisor Countertransference

2:30 PM Break

2:45 PM Trauma-informed Supervision
Wrap-up

4:30 PM Program Concludes

SUPERVISION 2: Friday, April 5, 2019

Innovative Competencies for Clinical Supervisors

Presenter: Michael V. Ellis, Ph.D., ACS

PROGRAM DESCRIPTION

Many mental health professionals provide clinical supervision, however, less than half receive training in the competencies for clinical supervision (knowledge, skills, and attitudes). The workshop provides clinical supervisors with key competencies for the ethical practice of competency based supervision. As delineated in the agenda below, the content will flow from creating individualized informed consent and contracts and a template for clinical supervision session notes which are necessary for the ethical practice of supervision, to a series of small group exercises (a) shared experiences of best and worst clinical supervision experiences (as a supervisee), (b) building emotional capacity via deliberate practice experiences, and (c) practice using a system for observing and providing feedback on observed clinical work. The workshop concludes with contacting to implement at least one of the skills from the workshop in the coming weeks. Thus, the workshop is largely an experiential one, such that participants are actively engaged throughout the workshop, and the session will include short lecture-discussions, individual writing activities, small group experiences, and large group discussions to share experiences in the small group and to apply the competencies to their current supervisory activities.

LEARNING OBJECTIVES

Upon completion of this training, the trainee will be able to:

- Apply the paradigm shift to ethical practice of competency based supervision
- Apply procedures to avoid ethical and legal risks
- Describe best and worst supervision
- Identify and describe adequate, inadequate, and harmful clinical supervision and accompanying supervisor behaviors
- Utilize awareness of diversity and multicultural issues in any case conceptualization
- Describe and use the Deliberate Practice Model of training to increase emotional capacity
- Prepare specific strategies to incorporate the information from this training into one's supervisory practice

PROGRAM AGENDA

9:00 AM	Introduction (Agenda, Norms, Goals)	1:05 PM	Deliberate Practice – Emotional Capacity
9:10 AM	Icebreaker: Partners		Lecturette
9:30 AM	Competency Based Supervision Minimally Adequate Supervision, Ethics, & Legal Risk		Tony's Video
			Small Group
			Large Group Process
9:40 AM	Informed Consent & Contracting Basic Components		Application
	Supervisee Rights and Responsibilities	2:25 PM	Break
	Make It My Own; Q & A	2:35 PM	Observation & Recorded Session Review
10:15 AM	Break		Lecturette
12:00 PM	Lunch		Round 1: Videotape & Small group
			Round 2: Videotape & Small group
1:00 PM	Introduction to Afternoon		Large group process & Application
		3:50 PM	Q&A
		4:05 PM	Taking It Home (pairs)
			Contract: Implementing what I learned
			Workshop wrap-up

SUPERVISION 3: Friday, May 3, 2019 | 9:00 AM – 4:30 PM

Was it just me? Multicultural Dialogue and Power Differential in Clinical Supervision

Presenter: Hsin-Hua Cathy Lee, Ph.D.

PROGRAM DESCRIPTION

The majority of mental health providers who currently provide supervision to trainees or other professionals do not have formal training in clinical supervision. For those who are fortunate enough to have had training on how to provide supervision, it is still often the case that multicultural issues are considered as a special topic that does not receive enough attention, even though the literature has consistently pointed to the importance of addressing multicultural issues in clinical supervision. To that end, this program aims to share with mental health professionals the research supporting the importance of integrating multicultural discussions into every step of the clinical training and supervision process. Moreover, the importance of racial identity development and the interactions between supervisors and supervisees' development will be discussed. Building upon the discussion of race, this program will also focus on the intersectionality of identities (e.g., gender, sexual orientation, nationality, etc.) between supervisors and supervisees and how it may influence the supervisory relationship. Finally, strategies for integrating healthy multicultural dialogues into clinical supervision, and at the systems level, will be presented.

In order to maximize participant engagement and learning, several instructional strategies will be used. First, PowerPoints, as well as handouts, will be used to communicate basic information such as research evidence, theoretical models, and recommendations for practice. Second, experiential exercises in both small and large group formats, followed by discussions, will be used to demonstrate the main points of the presentation. Of note, large group discussions will be employed to facilitate exchange of general viewpoints, experiences, as well as strategies, while small groups will be used for more personal and potentially more challenging conversations.

LEARNING OBJECTIVES

Upon completion of this training, the trainee will be able to:

- Describe the importance of discussing multicultural issues in clinical supervision.
- Identify the importance of racial identity development and its application to clinical supervision.
- Explain the intersectionality of identities and how it manifests itself as power, privilege, and marginalization in supervisory relationship.
- Identify strategies for integrating multiculturally sensitive dialogues into clinical supervision.
- List strategies for promoting multicultural dialogues at the systems level.

PROGRAM AGENDA

- 8:30 AM** Registration
- 9:00 AM** Importance of Discussing Multicultural Issues in Clinical Supervision
Racial Identity Development Model and its Application to Supervision
- 10:30 AM** Break
- 10:45 AM** Intersectionality of Identities: Power, Privileges, & Marginalization
- 12:00 PM** Lunch
- 1:00 PM** Strategies for Integrating Multicultural Discussions into Supervision
- 2:30 PM** Break
- 2:45 PM** Strategies for Promoting Multicultural Sensitivity at the Systems Level
- 4:15 PM** Wrap-up
- 4:30 PM** Program Concludes

WHO SHOULD ATTEND

ADDICTION COUNSELORS • ART THERAPISTS • AUDIOLOGISTS • CERTIFIED CASE MANAGERS • COUNSELORS • PREVENTION SPECIALISTS • PSYCHOLOGISTS • SOCIAL WORKERS • SPEECH LANGUAGE PATHOLOGISTS • PROFESSIONALS SEEKING INFORMATION IN THIS FIELD

CONTINUING EDUCATION CREDITS

Each course is approved for the following:

Addiction Counselors, Certified Case Managers, Prevention Specialists

Each program is PCB approved for six (6) hours.

Audiologists, Speech Language Pathologists

Each program is offered for 0.6 ASHA CEUs (Intermediate level, Related area)

APPROVED PROVIDER



Marywood University is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology

and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

Art Therapists, Licensed Professional Counselors

Marywood University, Professional Continuing Education has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 4081. Programs that do not qualify for NBCC credit are clearly identified. Marywood University, Professional Continuing Education is solely responsible for all aspects of the program. NBCC Clock Hours: 6

Psychologists

Marywood University is approved by the American Psychological Association to offer continuing education for psychologists. Marywood maintains responsibility for the program. Six (6) CE.

Social Workers

Each program is approved for six (6) continuing education hours for social workers for NJ/NY/PA LSW licensure renewal.

Supervision 1 & 3 meet the APA, LSW, NBCC ethics requirement for one (1) continuing education hour for counselors, psychologist, and social workers. Supervision 2 meets the APA, LSW, NBCC ethics requirement for three (3) continuing education hours for counselors, psychologist, and social workers.

Each course satisfies the PA state code (41.33) requirement for primary supervisors to complete either a course in supervision for a psychology doctoral degree program or 3 hours of continuing education in supervision.

Each course satisfies the CACREP (2009) 3.C.4. and 3.D. requirements for counseling site supervisors to receive training and orientation in clinical supervision.

DISCLOSURES: Guidelines exist by which all speakers must disclose any relevant relationships.

Financial: Janet Muse-Burke, Ph.D., LPC, is receiving a stipend. She is an Associate Professor in the Marywood University Counseling/Psychology Department and instructs courses on clinical supervision. She maintains a private practice through which she provides individual clinical supervision for clinicians seeking LPC in PA. Further, she co-leads consultation groups and provides clinical supervision training for licensed mental health professionals.

Non-financial: Dr. Muse-Burke has published book chapters and articles in clinical supervision. She does not receive any compensation for these publications.

Dr. Muse-Burke has no other financial or non-financial relationships to disclose.

Financial: Michael V. Ellis, Ph.D., ACS, is receiving a stipend for providing the workshop. He is a Professor in the Department of Educational and Counseling Psychology at the University At Albany and instructs courses on clinical supervision among other topics. He maintains a private practice through which he provides individual psychotherapy and Impaired Driver Clinical Screening and Assessment Services for clients in the Albany, NY, area. He also provides training and workshops on clinical supervision nationally and internationally for which he receives stipends or compensation. The presentation includes original work developed by Dr. Ellis that draws from a variety of empirically based peer-reviewed articles and book chapters, the majority of which he authored or co-authored.

Non-financial: Dr. Ellis has published book chapters and articles in clinical supervision. He does not receive any compensation for these publications or research endeavors. He is a fellow of the Society of Counseling Psychology, American Psychological Association, a member of the Association for Supervision and Education, American Counseling Association, and an Approved Clinical Supervisor, and adheres to their ethical principles and guidelines.

Dr. Ellis has no other financial or non-financial relationships to disclose.

Financial: Hsin-Hua Cathy Lee, Ph.D., is receiving a stipend. She is an Assistant Professor in the Graduate Program of Counseling at Arcadia University, and supervises students who are on internship. She maintains a private practice through which she provides consultation services to various schools in the Philadelphia area on working with Chinese international students.

Non-financial: Dr. Lee regularly presents on multicultural issues in clinical supervision. She does not receive any compensation for these presentations.

Dr. Lee has no other financial or non-financial relationships to disclose.

REGISTRATION FORM

For More information:

Carolyn M. Bonacci, Director of Professional Continuing Education
570.340.6061 • contedu@marywood.edu

Name _____

Address _____

E-Mail _____

Employer _____

Employer Address _____

Phone _____

Professional Discipline _____

SUPERVISION SERIES *Selections*

- ☐ 1. Friday, March 8, 2018 (\$125)
- ☐ 2. Friday, April 5, 2018 (\$125)
- ☐ 3. Friday, May 3, 2018 (\$125)
- ☐ All Three (\$300) 20% discount!

Program Fee: \$125 each or \$300 for all 3 *Register for all three sessions at the same time to receive a 20% discount on the series. *[To receive the series discount you must register for all three (3) courses in the series at the same time. No other program discounts may be applied.]* **Program fee includes continental breakfast and lunch.**

Indicate Method of Payment:

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I understand and agree that if, for any reason, my employer refuses payment, if I take leave of my present place of employment, or if I withdraw from the course after the 100 percent cancellation period, I will be responsible for the immediate and full payment of registration fees due.

Any cancellation one week or more prior to a program will receive a 100 percent refund. No credit for billed or paid registrations will be given after the one-week deadline.

Return Form to: Professional Continuing Education, Marywood University, 2300 Adams Avenue, Scranton, PA 18509

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SATISFACTORY COMPLETION: Participants must pay tuition fee, sign in, attend the entire seminar, complete an evaluation, and sign out in order to receive a certificate of completion. Participants not fulfilling these requirements will not receive a certificate. Failure to sign in or out will result in forfeiture of credit for the entire workshop. No exceptions will be made.

Marywood University is a Tobacco-Free Campus.

For better health, smoking and use of tobacco products are prohibited everywhere on Marywood's campus.

Marywood University, in accordance with applicable provisions of federal law, does not discriminate on grounds of race, color, national origin, sex, age, or disability in the administration of any of its educational programs or activities, including admission, or with respect to employment. Inquiries should be directed to Dr. E. Lee Felder, Jr., Director of Human Resources, Coordinator for Act 504 and Title IX, Marywood University, Scranton, PA 18509-1598. Phone: (570) 348-6220 or e-mail: felder@marywood.edu.