

Master of Science in Mental Health Counseling Field Placement Fieldwork Site Supervisor or Course Instructor Training

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Objectives

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Mental Health Counseling Overview



What is Mental Health Counseling?

Mental health counseling is the evaluation, amelioration, assessment, treatment, modification or adjustment to disability and the disorder or dysfunction of...

Behavior
Character
Development
Emotion
Personality
Relationship

through the use of verbal or behavioral methods





Mental Health Counselors

Are dedicated to the optimal functioning of:

Individuals

Families

Organizations

The Mental Health Counselor

Facilitates standard mental health assessments

Evaluates protocols

history

Writes treatment plans

Documents patient progress

Facilitates consultation

Provides referrals to other providers

Implements discharge plans



What Services do Licensed Mental Health Counselors Provide?

Mental Health Counselors:

- Use assessment instruments
- Provide mental health counseling
- Use psychotherapy
- Conduct clinical assessments
- Do evaluations
- Aid in treatment planning
- Engage in case management
- Use prevention techniques
- Facilitate Discharge and aftercare services

To treat individuals with conditions that may include:

- Depression
- Anxiety disorders
- Substance abuse
- Sexual dysfunction
- Eating disorders
- Personality disorders
- Dementia
- Adjustment disorders



Mental Health Counselors Assist Clients in Developing Skills and Strategies

Parenting

Career skills

Problems in Childhood &

Adolescence

Family communication

Healthy functioning

Couples



Mental Health Programs Train Students

Advocacy

Research

Evaluations

To improve mental health treatment and prevention services

To assist new and displaced workers in identifying vocational and career interests based on the patient's knowledge, skills and abilities

Collaborating with students, teachers and families from elementary school through college to eliminate barriers to learning and provide students with the skills necessary for healthy, successful lives
Supervising counseling interns
Graduates of counseling programs to develop skills necessary to practice as a mental health counselor



Where Do Licensed Mental Health Counselors Practice?

In cases of sustained treatment of a serious mental illness

Private practice
Practice with other licensed
mental health counselors
Settings authorized to
provide professional services

Schizophrenia,
Schizoaffective disorder,
Bipolar disorder,
Major depressive disorder,
Panic disorder,
Obsessive - compulsive disorder,
Attention - deficit hyperactivity
disorder
Autism

*The client shall be evaluated by a physician.
The physician shall consult with the mental
health counselor regarding the illness and
advise whether any medical care is needed.



CACREP 2024 STANDARDS MASTERS STUDENT REQUIREMENTS FOR PRACTICUM

CACREP stands for Council for Accreditation of Counseling & Related Educational Programs . Established in 1981 , its mission is to help educational programs meet high standards, evolve with the changing landscape, and adequately prepare individuals for their careers .

PRACTICUM

Q. Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of eight weeks consistent with the

R. Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills.

PRACTICUM SUPERVISION

S. Throughout the duration of the practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following:

1. a counselor education program core or affiliate faculty member, or
2. a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or
3. a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.



CACREP 2024 STANDARDS MASTER STUDENT REQUIREMENTS DURING INTERNSHIP

INTERNSHIP

U. After successful completion of the practicum, students complete 600



CACREP 2024 STANDARDS SUPERVISOR QUALIFICATIONS FOR COURSE INSTRUCTORS/DOCTORAL STUDENTS

SUPERVISOR QUALIFICATIONS



CACREP 2024 STANDARDS SUPERVISOR QUALIFICATIONS FOR FIELDWORK SITE SUPERVISORS



Counseling Associations



American Counseling Association (ACA)

Mission:

Promote the professional development of counselors, advocate for the profession, and ensure ethical, culturally -inclusive practices that protect those using counseling services.



American Counseling Association

World's largest organization representing professional counselors in various practice settings

[ACA](#) is an educational, scientific, and professional organization whose members work in a variety of settings and service in multiple capacities



American Counseling Association

- NY

[ACA of New York](#) is a not -for -profit grassroots organization that represents professional counselors and counseling students, of all specialty areas, who live or work in the state of New York. As a chapter of the American Counseling Association, we extend the efforts of growing and enhancing the counseling profession at the state level.



American Mental Health Counseling Association

By the mid -1970s, increasing numbers of counseling graduates were finding employment in a variety of community and non school settings. Yet there was no distinct division for community and agency counselors. Until the American Mental Health Counselors Association ([AMHCA](#)) was founded, the thousands of professional counselors working in these settings had no organizational home.

American Mental Health Counseling Association

Members whose primary responsibility is in an area of mental health counseling

Members are psychiatrists, nurses, psychologists, social workers, pastoral counselors, and paraprofessionals

There are also about 30% student members at any given time



Association for Counselor Education and Supervision

[ACES](#) is the premier organization dedicated to quality education and supervision of counselors in all work settings. ACES members are counselors, supervisors, graduate students, and faculty members who strive to improve the education and supervision of counselors in training and in practice.



ACES - NYACES

A major part of the mission is to connect site supervisors with university faculty and other clinical professionals on key issues impacting our scope of practice as required by the NYS Office of the Professions ; mandatory program accreditation requirements as outline by the NYS Department of Education ; and addressing best practices to train practicum and internship students .



NYMHCA

New York Mental Health Counselors Association

NYMHCA was founded in 1979 as a state chapter of American Mental Health Counselors Association (AMHCA)

2019 is our 40th year advocating for mental health counselors in New York!

Largely instrumental in pushing for licensure & diagnostic authority in NYS

Annual Conference (ev()] TJ (r)20(s)37.825 239.65 T59-4(o)15(n)4(f)19(



Continuing
Education for
Licensed Mental
Health
Counselors
(LMHC)



NYS Office of Professions: General Information about continuing education for LMHCs

In order for an LMHC to retain their license in NY, they must complete 36 hours of _____



NYS Office of Professions: Mental Health Counseling CE Provider Approval

[Mental Health Counseling Continuing Education Provider Approval under section 79 - 9.8\(i\) of the Regulations of the Commissioner](#)

Application for Approval as a CE Provider for Licensed Mental Health Counselors (form 1 SB), along with a \$900 check or money order made payable to the New York State Education Department -

Approval of continuing education providers is for a three -year term and must be renewed. Approved providers will be reminded, before the end of their current approval period that they must submit a renewal application, along with a \$900 fee, no less than 45 days prior to the expiration of their current approval



National Board for Certified Counselors (CE)

[Nationally Certified Counselor](#) (NCC), which is a prerequisite for all other NBCC certifications. In order to maintain NBCC certification and recertify, all NCCs must earn the equivalent of 100 hours of continuing education every 5 years. These credits must be obtained from qualifying professional activities designed to enhance or increase the professional knowledge of graduate -level counselors

NBCC's Membership Benefits



NBCC Specialty Certifications



Clinical Models of Supervision

All models and references are cited in:

Bernard, J. M., & Goodyear, R. K. (2019). *Fundamentals of clinical supervision*



Major Categories of Clinical Supervision Models

Models Grounded in Psychotherapy Theory

Psychodynamic

Humanistic -relationship

Cognitive Behavioral

Systemic

Constructivist (Narrative vs

Solution -Focused)

Developmental Models

Loganbill , Hardy, & Delworth

IDM (Stoltenberg & McNeill)

SCDS (Rigazio -Digillio &

Anderson

Reflective

Life-span (Ronnestad & Skovholt)



Cognitive Behavioral Supervision

Boyd (1978) Propositions:

1. Proficient therapist performance is more a function of learned skill behaviors.
- 2.
3. Therapy skills are behaviorally definable and are responsive to learning theory.
4. Supervision should employ the principles of learning theory within its procedures.



Systemic Supervision

Celano et al. (2010) essential components of integrated couples and family therapy supervision:



Constructivists Approaches

Narrative & Solution - Focused

Narrative Approach (Parry and Doan, 1994)

Clients generally have a developed story of self that they are seeking to modify, supervisees are just beginning to develop their own stories of self - as - professional.

stories.

Supervisors must also substitute a stance of knowing with a stance of curiosity.



Solution -Focused Supervision (Hsu's identified components of SFS)

Positive opening followed by a problem description

Identifying positive supervision goals

Exploring exceptions for both supervisees and clients

Developing other possibilities by discussing hypothetical situations with supervisee and considering what meaning is embedded in

Giving feedback and clinical education

Assisting supervisee in forming the first little step for their upcoming counseling session

Following up in subsequent supervision sessions about changes that occurred for both client and supervisee based on solution focused philosophy

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Loganbill , Hardy, and Delworth Model

Stagnation Stage: Characterized by unawareness of deficiencies or difficulties. Black and white thinking and lack of insight are common.

Confusion Stage: Onset can be gradual or abrupt. Key characteristics are instability, disorganization, erratic fluctuations,



Integrated Developmental Model

(Stoltenberg & McNeill)



Stoltenberg & McNeill Eight Domains of Professional Functioning:

Intervention skills competence

Assessment techniques

Interpersonal assessment

Client conceptualization

Individual differences

Theoretical orientation



Systemic Cognitive Developmental Supervision Model

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Rigazio - DiGilio

The task of the supervisor is to identify the primary orientation(s) of each supervisee and to assist each supervisee to become more flexible and to see the world from additional orientations to the one(s) that comes naturally.

Four cognitive orientations:

Sensorimotor

Concrete

Formal

Dialectic





The Discrimination Model

Bernard (1979, 1997)

Foci-supervisors may focus on any of the following supervisee skills:

Intervention

Conceptualization

Personalization

Roles

Teacher

Counselor

Consultant



Events - Based Supervision Model

Ladany , Friedlander

An event has an identifiable beginning, middle and end

7 Most commonly occurring events:

Remediating skill difficulties/deficits

Heightening multi-cultural awareness

Negotiating role conflicts

Working through countertransference

Managing sexual attraction

Repairing gender related misunderstandings

Addressing problematic thoughts, feelings, behaviors



Hawkins & Shohet Model

Seven -Eyed Model of Supervision

Mode 1: Focus on the client and what and how they present

Mode 2: Exploration of the strategies and interventions used by the supervisee

Mode 3: Focusing on the relationship between the client and supervisee

Mode 4: Focusing on the supervisee

Mode 5: Focusing on the supervisory relationship

Mode 6: The supervisor focusing on his/her own process

Mode 6a: The supervisor -client relationship

Mode 7: Focusing on the wider context



Systems Approach to Supervision Model

Holloway

Functions

1. Advising/instructing
2. Supporting/sharing
3. Consulting
4. Modeling
5. Monitoring/evaluating

Tasks

- a. Counseling skills
- b. Case conceptualization
- c. Emotional awareness
- d. Professional role
- e. Evaluation



Second - Generation Models of Supervision

Combined Models: two model same category or across categories

Target Issues Models: focus on important areas

Common Factors Models: proposed for those who attempt to look at major supervision models to determine what characteristics they all have in common.

Evidence-Based Supervision:



Supervision Models: Process Models

The Discrimination Models

The Clinical Events in Supervision Model

The Hawkins and Shohet Model

The Systems Approach to Supervision Model



Supervision Models: Process Models



Supervision Models: Process Models



Supervision Models: Second Generation Models

Second Generation models of supervision

Combined models

Pearson(2006)

The Transtheoretical Model of Clinical Supervision

Gaete and Ness (2015)



Supervision Models: Second Generation Models

Combined models



Supervision Models: Target Issue Models

Target issue Models

The Synergistic Model for Multicultural Supervision

The Attachment - Caregiving Model of 61el•ñ'N0N ì→⊕®



Supervision Models: Target Issue Models

The Synergistic Model for Multicultural Supervision

Takes into account multicultural competence among supervisees

The Attachment - Caregiving Model of Supervision

Attachment System Activation

Safe Haven

Attachment System Deactivation

Secure Base

Competence/Learning

Integrative Spiritual Development Model

Concrete and Graduated Orientation

Interpersonal Assessment and Personally Relevant application

Skill Development , Guided Reflection and integration

Supportive Collaborative Feedback, Mentoring/ Continuity and Follow

- up





Supervision Models: Common Factor Models

Learning based model of psychotherapy supervision

Alliance Building/ Maintenance

Educational Interventions; The Cognitive Domain

Learning/ Relearning: The Psychomotor Domain

Conclusions: Models are also known as conceptual entities in which they may not fit for every single person. For this reason that are ample models to choose from, so that no supervisor ever feels like they are limited.

