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Counselor Formation and Gatekeeping Best Practices

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COUNSELOR FORMATION AND GATEKEEPING BEST PRACTICES

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COUNSELOR FORMATION & GATEKEEPING BEST PRACTICES

Session Summary

Counselor educators and supervisors contribute to students' development while determining fitness for the profession. How we intervene can either help students work through internal conflicts that prevent them from embracing professional skills and dispositions or undermine that process. Facilitators will interactively engage participants in the application of a developmental framework that maximizes students' dissonance in service to their counselor identity development process.



1. FACULTY DISPOSITIONS & CONCEPTUAL FRAMEWORKS

- More than ACA Competencies, Law & Ethics
- Formation deconstructs world views central to personal coherence; paradigm altering process
- We expect disorientation as guide students through discomfort
 - Antonovsky's Sense of Coherence, Stress, & Coping
 - Taps into community identities, belonging, loyalty
 - Need "Catch & Respond" to feel safety, competence, control

2. EMBEDDED DEVELOPMENTAL PROCESSES

- Inform students re the personal growth process
- Courses: Content, personal application activities
- Personal therapy
- Check-Ins
 - Faculty review each term
 - 1-1 meetings; w another faculty member

3. SELF-SUPERVISION

- Promote insight & responsibility
- 3-Step Process: Self-Monitor; Compare To Ideal; Diverse Strategies to Reach Ideal

4. PUBLISHED STANDARDS & PROCESSES

- University catalog; GSC manual; practicum & internship, CP manuals
- Clear access to written info & announcements, docs; assess rubrics
- Expectations, processes, doc locations repeated in syllabi

5. DOCUMENTATION

- Sequential; factual; ethics, law & competencies anchored; date & persons; responses; action items
- Evidence of student receipt & student voice sought & considered
- Client safety and maximizing student success focused

SOCIAL ECOLOGY OF COUNSELOR FORMATION

A. RECRUITMENT

- How promote program congruent with our distinctives & conceptual framework of counselor formation

B. ADMISSIONS

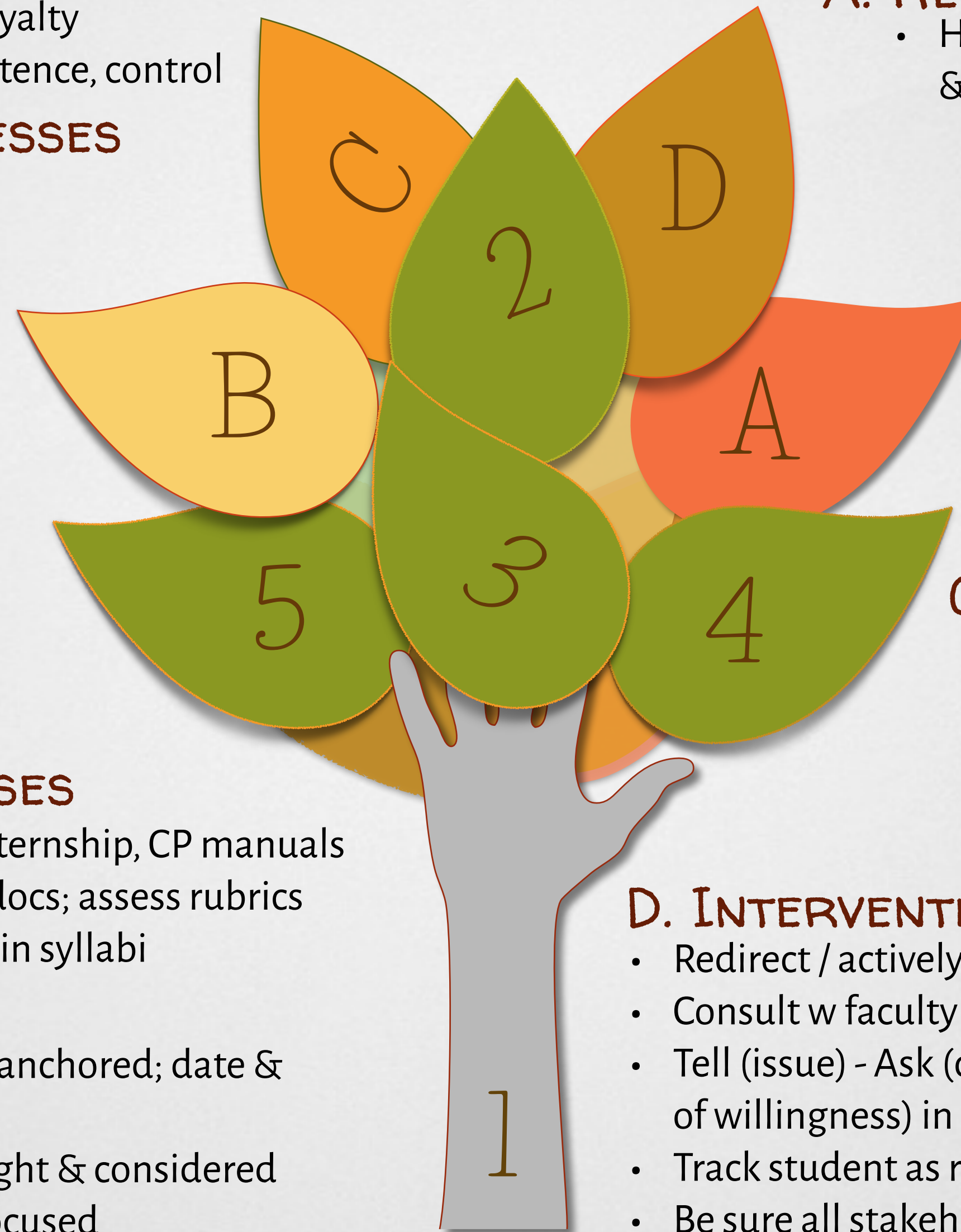
- Open to change; abstract thinking; social skills; affect self-regulation when under social & task pressure; plays well with others; empathic; self aware;
- Give informed consent: Emphasis on self-growth, faith deconstruction

C. ASSESS STAGE OF CHANGE & RISK

- Observe in class: w prof, peers, work - content & application; verbal, nonverbal; openness & receptivity vs can't get it, disruptive, non-coop.
- Consult w faculty: 1x/m review; as concerns arise

D. INTERVENTION PROCEDURES

- Redirect / actively engage in class; observe capacity to engage & respond
- Consult w faculty / staff and design a plan: Leave Alone to Instant Pause
- Tell (issue) - Ask (clarification, voice) - Tell (solution) - Ask (consent, level of willingness) in person and writing
- Track student as remediation plan is implemented
- Be sure all stakeholders stay in communication loop as to progress



D. INTERVENTION PROCEDURES

Challenges	Tasks	Supervisor
Initial sign that growth is needed: Disapproval, discomfort, or dislike towards client.	<ul style="list-style-type: none"> * Unravel why lack empathy * Understand legal & ethical ramifications * Revisit course material, personal therapy, hear narrative of the marginalized * Self assess intern's ability to hold dissonance vs act out of bias. * Signs of growth: once intern can access empathy. 	<ul style="list-style-type: none"> * Worldview Clash = Developmentally Expected * Model empathy, belief in intern-as do w clients. * Affirm intern being ethical when honest w supervisor. * Normalize & help peers ID parallel issues * Monitor MHP impairment
Link bw personal meaning & imposing or fighting against as a character strength. Personal integrity feels challenged.	<ul style="list-style-type: none"> * It's About the Client: Differentiate initial reasons for choosing to be a MHP * It's Not About the Counselor: Identify blocks to putting own identities and views aside * Articulate difference between self- & other- destructive behaviors & dispositions vs given identities and chosen world views as learn how to stand w client in those spaces as well. * Signs of growth: intern feels sense of worry - even shame - for linking personal character strength w imposing or diminishing client needs, rights, & worldview, 	<ul style="list-style-type: none"> * Challenge intern encounter foundational MHP ethics * Name the differentiation issues re links bw their "integrity" stance leading to being "against" client welfare & rights. * Monitor MHP impairment
Sense of Coherence / world view paradigms: Deeper meaning and internal turmoil related to communities of various identities.	<ul style="list-style-type: none"> * Is student willing to identify and work on differentiation themes, issues? * Can intern see client's marginalization due to cultural rejection via those in privileged position - and work thru shame, defensiveness that occurs w this process. * Role of macrosystem in struggle to honor differences, see life via narrow right v wrong. * A challenge to apply what learned re ecosystemic nature of our sense of self & other * Signs of growth: Intern acknowledges, "This work changes me & it may be unsettling for me &/or my community. This is what I help my clients navigate." 	<ul style="list-style-type: none"> * Coach, push, name the metachallenge, * Illustrate with parallel issues, share own struggles, * Advocate for marginalized even while empathic * Grieve with intern as see deeper connection between human pain & suffering & privileged entitlement. * Help intern see this as a common cultural challenge; we can't help clients till we encounter it in ourselves.

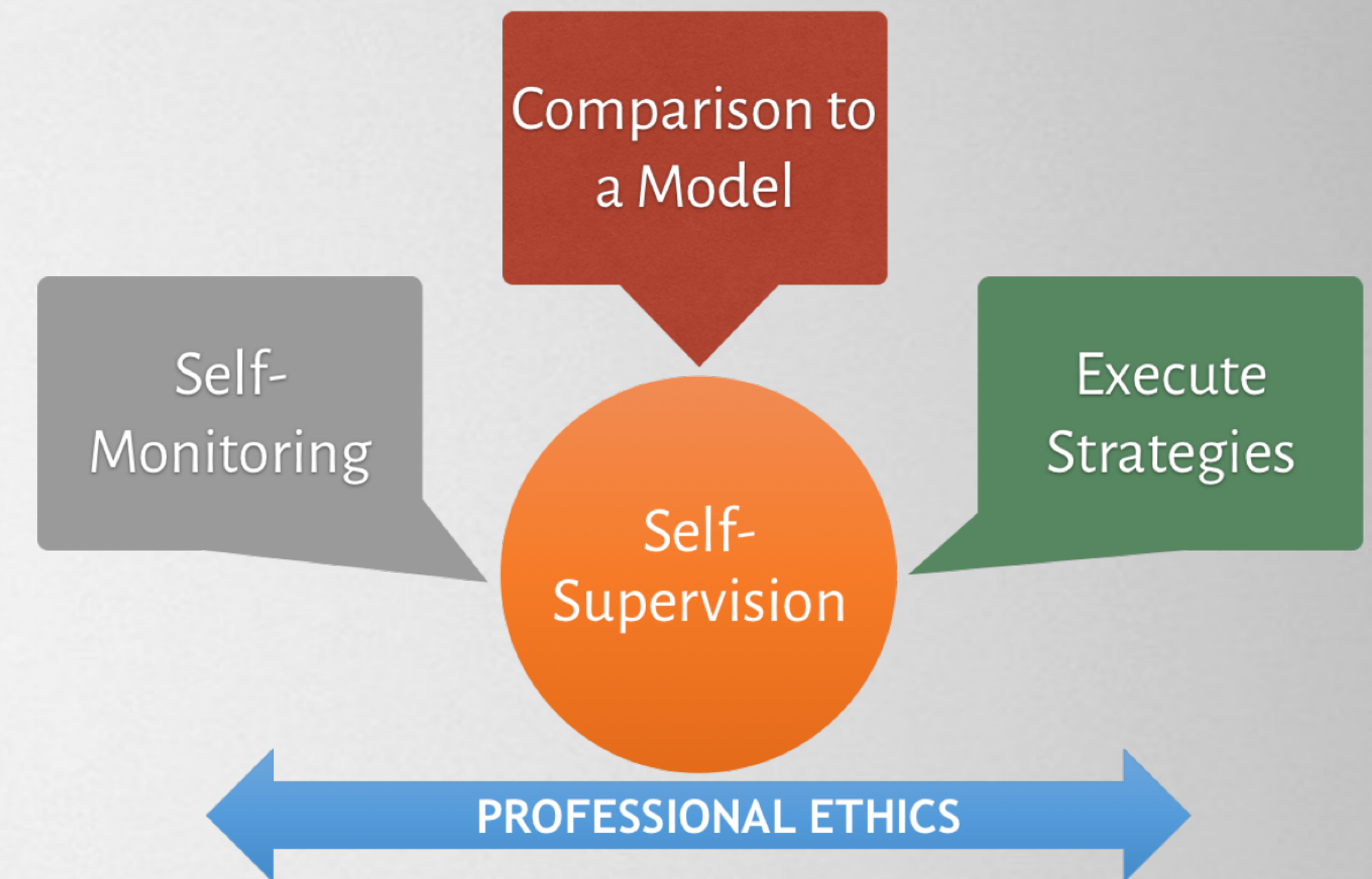


We know that the more interns sit with clients, the more they are humbled and changed by each person's lived reality, given & chosen identities, and constructed worldviews.



SELF-SUPERVISION AS A MEANS TO PREVENT AND REMEDIATE SUPERVISEES' UNHELPFUL BEHAVIORS

- The main idea is to share responsibility between supervisors and supervisees. If both parties involved work together to detect possible iatrogenic behaviors, attitudes or beliefs, it is easier to remediate them.
- Purposes:
 - Help supervisees to be aware of their own biases, unhelpful comments, untherapeutic behaviors and beliefs in order to be able to change them.
 - Empower supervisees through making them realize their strengths and abilities
 - Develop strategies and resources, adapted to each supervisee, in order to help all of them overcome their “soft spots” in their professional skills.
 - Use this feedback in group supervision to maximize learning through the sharing of experiences
 - Achieve self-sufficiency (e.g. determine when you need supervision or consultation).
- Self-supervision is seen as a personal evaluation in which self-reflection is considered an ethical practice, since it promotes awareness in the supervisee and the interest in changing his/her professional performance.
- Self-supervision integrates three processes:
 1. Self-monitoring
 2. Comparison to an “ideal” model of therapeutic behavior
 3. Execution of diverse strategies to change toward the “ideal”



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