

Final Self-Reflection Paper

Commented [JCT1]: Great job! Some minor writing issues but you reflected well on your experience, wrote sufficiently appropriate notes, and had self awareness.

Grace-Ann Gibby

Commented [JCT2]: Use APA 7th ed on all title pages

Liberty University

Personal Evaluation of Supervision Performance

This consultation journey has provided great insight to the many different hats that counselors can wear. The skill sets can overlap, but there are different skills required; such as avoiding psychotherapy, focusing on the consultee and not the clients. I found myself wanting to follow the script of the Caplanian Model so that I could truly see the efficiency of it, but also wanting to create an atmosphere that was unhurried, not too structured or strict. The experiential component has further helped me to understand that I could enjoy the work of consultation. On my island, it may be a practical approach to maximizing mental health support within the context of limited resources.

Commented [JCT3]: Good.

During each session, I consistently inquired about how the supervision felt as we progressed. Ms. Campbell always indicated that it was comfortable, insightful and helpful. She indicated that discussing her cases and clients has brought more clarity to the process and she has gained new perspective. Additionally, I asked her to complete a supervisory survey (toolbox resource 8: supervisory satisfaction questionnaire) to gain empirical feedback. The sum score is 28 which also confirms that Ms. Campbell has found this journey helpful.

I believe Ms. Campbell would describe my style as relaxed, and professional. I made intentional efforts to appear more relaxed as this was a consultation. I felt as though, the rapport should feel truly collaborative, even though as a consultant my goal is to provide help and support, I wanted her to feel included in the exchange of information. She may indicate that she felt comfortable sharing her struggles with me, and overall, there was a feeling of safety. Additional words that she might use include: trustworthy, competent, and knowledgeable.

Commented [JCT4]: I have no doubt

As previously mentioned, we followed the Caplanian Model for Consultation as Ms. Campbell has over fifteen years of experience in counseling. As a Consultant, I worked with her to identify goals and objectives to improve her counseling work with students in the high school as well as facilitating a

space that fostered personal reflection and a desire for growth. I think that we accomplished these tasks, and my internal sense of flow and presence emanated from her, affirms my belief that she was inspired by my use of content and process. One of the nine steps in the Consultee-Centered Model includes foster^{ing} orderly reflection. Each session, I tried to always maintain a physical presence of calm, and flexible, yet organized and structured space so that her person-of the therapist could emerge and develop.

I thought that I did a great job. I understood the Caplanian Model and really took the time to systematically and strategically implement it. The difficult part was staying away from counseling the consultee. As personal issues arose, the helping part of me wanted to step into counselor mode and provide all of the empathy needed. However, I did use my presence to maintain a safe space and she was able to resolve her emotions without much verbal support.

We didn't come across any ethical issues or legal issues. I suppose working in a school system provides a set of guidelines through hierarchy which give clarity to even potential situations.

There was always a mix of cultures present during the sessions, as I have a different background as it pertains to attending College/University, Ms. Campbell has a different perspective and the students that she is helping always bring a diversity of cultural issues that are unique to them. At times, I had to remember to maintain my unconditional positive regard because my perspective is extremely privileged. My parents paid for me to attend college in Florida, and I didn't need a scholarship. I was very grateful, but nonetheless privileged. It wasn't hard to do, but I noticed that I needed to be aware of my background and understand the differences between the ease my privileges afforded me, and the hardship that individuals truly experience from the lack of resources.

During our sessions, Ms. Campbell made reference to God and having faith, she has some issues with hypocrisy and I chose not to explore them. However, she uses the phrase "trusting the process" with her students a lot and I would imagine she operates from a mild biblical perspective. She did not

Commented [JCT5]: true

Commented [JCT6]: need more than 1 sentence for a paragraph

Commented [JCT7]: I do too

Commented [JCT8]: You have keen clinical observation and discernment

encourage discussions about a biblical worldview and I didn't introduce the idea. Sometimes in our Bahamian culture, where the nation is labeled as 'Christian', individuals are exhausted from biblical and religious conversations. I have found myself being wary of how I interact with faith, so that when assumptions or negative experiences are introduced, they are handled with appropriate sensitivity.

Ms. Campbell can be very direct, assertive and at times aggressive in her counseling. She admits to strong interactions with her students as she is preparing them for the real world. Upon hearing this, I felt as though her students were not experiencing empathy and I found myself trying to insert my calm, and more positive tone in response to her reaction. Perhaps I could let her reactions be, and contain my responses. This type of exchange was what I noticed most, she can get very frustrated and hostile which I think stems from a deeper passion and some personal issues. However, I avoided psychotherapy, and tried to focus on the client's story and how she could best help them.

Commented [JCT9]: Excellent!

Commented [JCT10]:

Commented [JCT11R10]: Excellent work!

Appendix A

Supervision Journal

Session 1:

A very good start to building rapport and setting the tone for the future sessions. I was able to cover steps 1-4, and the feel of the session was relaxed and comfortable. We discussed goals and articulated what we hoped to accomplish. A major goal for me was to emphasize that our contract was noncoercive, this point was critical for the success. When two professionals work together, even though the consultant is the one that is deemed the expert in the room, the consultee needs to feel empowered that the choice to implement the strategy or not is completely up to them.

Session 2:

Our first goal was to explore how Ms. Campbell conceptualized her cases. While she gathered appropriate information, there still seemed to be some missing parts on the extracting the bigger picture or theme. Years ago, I researched a method for case conceptualization called: Theme Mapping. It includes a three - step process: 1. Theme Identification, 2. Theme Interpretation, and 3. Theme Intervention. I suggested this to Ms. Campbell and it appeared to be a reasonable option that she could implement. We spent time going over each step and what it would look like on a daily basis. A major obstacle for Ms. Campbell is a lack of resources, her public school has limited funding and so she has to be extremely creative to maximize contact time with her students. We ended the session with a positive note, and discussed that in the next session we would discuss the implementation of this strategy.

Commented [JCT12]: That has been around a while.

Session 3:

We began our session with a check-in on if she was able to implement any parts of the thematic mapping. She displayed some frustration as there were so many interruptions throughout her day, that once she began to follow her roadmap, the telephone would ring, or other students would knock at the door. She discussed how annoyed she was at the entire system for lacking organization and the inability to understand what counselors needed in the school to operate efficiently. I wasn't sure how to respond to this, as I didn't want to slip into the counseling role. It was a clear source of frustration for her; however, I allowed her to vent and kept a nonjudgmental tone. She was able to self-regulate and we continue to discuss and emphasize even the small steps of progress. Ms. Campbell actually made the effort to review the thematic mapping model, and actively began to implement it. While she didn't have the linear sense of application, I applauded her efforts that she acted within her sphere of influence. This was a major step and I hoped she would feel both encouraged and empowered.

Session 4 (2nd video):

We opened this session with a discussion about further implementation of the thematic mapping. She mentioned in our last session that there were a number of interruptions, and so it wasn't as successful as she had hoped. However, she described that this week was much better and she was able follow the steps and could have a sense of a roadmap.

We began the discussion of increasing contact time with students. Specific questions that I asked included: In a thirty- hour work week, how much time do you get to spend face to face with your students, what would be your ideal amount of time with students? How is the department organized? I

wanted to probe in a helpful way, so that Ms. Campbell could see what was really missing from the system, and what problems could she really solve. She described an endless amount of paperwork, keeping track of student records, and impromptu meetings that she was mandated to attend. As we explored what was possible, Ms. Campbell described a brilliant strategy of allowing counselors to focus on their strengths. She described that she would speak to her supervisor about the structure of responsibilities and the possibility of shifting so that she can focus solely on Career Counseling with all students between grades 10-12. The two other counselors would focus on their strengths which is Mental Health Counseling. The Supervisor (Principal) could assign an on-site clerk to assist the department with paperwork and filing. Ms. Campbell felt confident with this plan and would speak with her supervisor about this new strategy. Throughout the rest of our session, Ms. Campbell talked about some of her cases with students and their actions regarding college. As she gave examples of how lackadaisical they were, or how they were listening to “sidewalk advice”, she displayed her frustration and I saw a loss of empathy. I chose to share a story with Ms. Campbell from my professional history as a counselor. This was the use of a parable or story where the ending was different from the predictable outcome. Her initial frustrations were defused and I believe the story helped her to view things from another perspective of not giving up on hope. She also gained some awareness, which was another goal.

Session 5:

Today Ms. Campbell had a specific case that she wanted to discuss. A young female student had inquired about the steps to apply to a certain university and her desire to attend the same. Ms. Campbell described how she outlined to the student, everything that would be needed and provided a checklist of sort. Ms. Campbell left the student to gather the necessary documents and return with the completed list of items. Several weeks later, Ms. Campbell received a phone call from the mother of the same student inquiring about an official transcript to be sent to a completely different school. When Ms. Campbell questioned the change in university, the mother responded that they had changed their minds and planned to attend a different university. Ms. Campbell indicated that she felt betrayed and disappointed that neither the mother nor daughter had the courage to state their different intentions. I began to see a different perspective; a position where Ms. Campbell seemed to allow her emotions and feelings to dictate her actions and response. According to the Caplanian Model – this could be considered theme interference – direct personal involvement. I redirected her attention to the clients’ story and encouraged her to view things from their perspective. Oftentimes, students from low-socioeconomic homes are lacking confidence in their abilities to complete tasks and function in a practical way with transitions in life. This redirecting seemed to help somewhat, but I sense that Ms. Campbell was reluctant to “go easy” on her students.

Session 6:

As we have discussed cases, case conceptualization, and ways to increase contact time. We also used this session to discuss her self-awareness. I wanted to include a little bit of -person of the therapist training, even though this step is not covered in the Caplanian Model, I really felt it was important for me to introduce this idea and at least have her consider her person-of- the therapist. Ms. Campbell expressed that her college experience changed her life; she had to struggle her way through with major obstacles. This kind of stress toughened her up and because she succeeded, it appears that the stress has been viewed as a positive factor to helping students prepare. Almost a reality check, however the syllogism formula = If A happens, then B is inevitable. Do all students really need a certain amount of

Commented [JCT13]: Nice.

stress to succeed? The question remains unanswered, but we share good thoughts today on her views, and life experiences as a consultee.

Session 7:

Conclusion: In this session, Ms. Campbell and I spent time reflecting on our journey together so far. While the implementation of everything will take time, I saw considerable improvement in her own confidence to help her students better. She seemed more empowered that improvements can occur, and her demeanor reflected a more hopeful posture towards her college preparation within school counseling. One of the last steps in the Caplanian Model is training the trainer. We spent very little time on this step, but I hope that the progress Ms. Campbell has experienced will inspire her to share her journey with other counselors.

Commented [JCT14]: Good notes. Very succinct. Sometimes people put too much info in

Appendix B

Summative Evaluation of Consultee

Consultee: Ms. Chervita Campbell

Dates: May 17th, 2021 – July 31st, 2021

Ms. Campbell is a high school counselor who has worked in the field for over fifteen years. With this amount of experience, she was more advanced than a supervisee and would benefit more from Consultee/Consultant professional relationship. We began this relationship in May 2021 with the aim of achieving the following goals: (1) improve the process of case conceptualization, (2) discuss strategies for increasing contact time with students, and (3) engage in reflective thinking to gain insight and awareness. Each session, we made reference to our progress toward goals or discussed any obstacles in obtaining the goals.

Ms. Campbell possesses a deep concern and passion for her student's well-being particularly in the area of tertiary education. She strongly encourages them to pursue applying and attending college, and is willing to provide guidance through this process. Even though she has been trained as a school counselor and holds a bachelor's degree in psychology, Ms. Campbell does not consider mental health counseling a professional strength. She is recognizing this limitation and appears to be open-minded to development in this area. Throughout our supervisory relationship, I have seen Ms. Campbell participate in reflective thinking and has experienced greater awareness and insight about herself and by extension her students. Her empathy has increased toward her students as previously she would experience much irritation and frustration with students who seemed to not 'take college seriously'. We will continue to develop her empathic skills and truly entering the world of her clients, as she starts off by caring but then she seems to put empathy on suspense as students tend to lose sight of their goals and future.

Ms. Campbell has displayed a wonderful rapport with the teacher staff at her high school, and oftentimes she admits that several teachers utilize her room as a retreat from a rough, long day of teaching. She maintains a professional posture with the staff and chooses her words carefully when communicating with them regarding students. When circumstances arise that require her to refer to other agencies, Ms. Campbell has great, working relationships with them and can accomplish necessary tasks with ease. She is extremely organized and plans her ideas in a successful manner.

During the supervisory relationship, we improved her ability to conceptualize a case with a technique called Thematic Mapping; Ms. Campbell indicated that this provided a sense of structure when collecting data from her students initially and almost gave a road map throughout the counseling journey. We explored a new strategy of reassigning the three counselors in the department to focus on their strengths which allows Ms. Campbell to fully utilize her potential as a Career Counselor. This will also afford increased contact time with students.

Overall, Ms. Campbell has been a pleasure to consult with and her desire to learn can take her further. I applaud her efforts of being comfortable with a consultant and tolerating the apprehension that can

accompany learning new strategies and techniques. An area that could improve would be her empathic skills, and her passion and courage to help students excel is definitely a strength.

<u>Grace Ann Gibby,</u>	<u>August 1st, 2021</u>
Grace – Ann Gibby, PhD in CES, Consultant	Date

Commented [JCT15]: Excellent eval.
You should say: "PhD student"

Appendix C
Personal Journal

Intensive Week: June 21st – June 25th, 2021

Monday, June 21st, 2021:

There is always so much uncertainty about the intensive, although there were several familiar faces, this was my first encounter with a new professor at this stage in the program. I was looking forward to the week, as I usually find myself excited to connect with others and share stories of where we are in the program and in our professional development.

Today went well, it was nice to see people I knew, and fun to meet new persons. The topic of Supervision is still quite elusive as my model was a consultative approach, but I am gaining a good overview from Dr. Thomas's power-point.

Tuesday, June 22nd, 2021:

The Presentations have begun. This is always the part of the week that creates the most anxiety as you balance focusing intently and participating in other presentations, while calming your personal anxiety about your own presentation. I really enjoyed the developmental model – this resonated with me as Counseling and Supervision are interesting Career choices. I don't truly view them as separate identity jobs; but rather life callings that you are inevitably devoted to throughout your life. As we all know, most people enter the helping profession to "help", this is usually a strong part of a person's identity. So, the way this model emphasizes its applicability throughout the lifespan is quite helpful. I like the ultimate objective of becoming a self-supervisee; this demonstrates maturity and certainly career developmental growth.

Jon has such a calming spirit throughout his CBT presentation. This model is so linear and structured and I would utilize this. The video on structuring agenda was hilarious, but I like the idea of being efficient with time. We only have so much time in any one area; we need to practice wisdom with how we spend the time.

Commented [JCT16]: He does

I started my presentation this afternoon. I felt a bit nervous before starting, as is common when you want something to go well. The first half was great, and I felt as though my fellow colleagues understood the model. Presenting virtually has its challenges, including the lack of visual contact that is so needed to exchange positive energy and gain feedback, but I honestly felt as though I got off to a great start.

By the end of my second day, I began to appreciate how Supervision employs a wide variety of skill sets and truly the more skills you possess from different areas of your life, the more prepared you can be to do well in this area. I felt I truly understood that it is not "counseling".

Wednesday, June 23rd, 2021:

The morning devotions on fear are both inspirational and informative. It is an interesting topic to choose as a theme for the week but completely makes sense. As in some shape or form, we will always struggle with fear.

Commented [JCT17]: glad they were helpful

Today, I completed my presentation. In some ways the break between days was helpful, as it provided some space to digest the content. Of course, a huge sigh of relief once completed and based on the feedback from classmates, it seems they understood the model and got a practical sense of it.

Thursday, June 24th:

The presentation that resonated with me today was Aponte's Person of the Therapist. Research clearly tells us that the techniques and strategies used in the counseling room are considerably more effective when the counselor uses themselves in an appropriate way. This has been a major focus of my professional development; with the idea of truly embracing all parts of myself and being authentic, so that I can truly convey authenticity with the client. Not only in counseling, but in Supervision; what a privilege to help others unlock their true potential. I strongly agree that supervisees should learn the importance of themselves as a significant part of the therapeutic journey.

While the presentations are extremely informative, I found myself feeling a bit overwhelmed with all of the content.

Commented [JCT18]: it is like drinking from a firehose

Commented [JCT19R18]:

Friday, June 25th: The last day of intensive; always bittersweet. There is always a relief from the grind of an intensive as 8 hours for 4 days consecutively can be mentally taxing, but the comradery, the sharing of information, collaboration, agreements and disagreements all contribute toward a sad goodbye. I have learned so much about the variety in supervision models, I have emerged with a stronger identity in what supervision models are applicable to me. When it was mentioned during the week by Dr. Thomas that a person who thinks very CBT, and talks CBT but aligns themselves with a Rogerian approach, this reminded me that all of the information we encounter has to be sieved through and authentically applied. It has to be vetted through my personal belief system and values, again tying back into person of the therapist.

Commented [JCT20]: Excellent!

The discussion on ethics was extremely helpful. Since beginning this Ph.D, I was not aware of how much I struggled with dichotomous thinking, and I literally fought to mold situations into black and white scenarios. However, I have since come to the understanding that tolerating ambiguity is critical in counseling, and helping our clients with this skill is extremely powerful. Hence the ethics discussion served as a reminder that circumstances may not follow formulas, or fit into neat, packages. During my master's degree internship in an elementary school, the supervising counselor taught me a very important lesson; when in doubt, err on the side of caution.

Commented [JCT21]: Good insight and awareness

Verses that resonated with me during the week.

Proverbs 20:5 - This verse really stood out to me as in some ways I strive to be clinically sound and efficient so that counseling actually helps people. I have heard so many stories of individuals who seek counseling and the success rate is minimal. While I am not naïve to understanding that there are a variety of reasons why individuals may not be successful, I would like to be as equipped to the best of my ability so that I can confidently counsel, supervise, and educate throughout my professional journey.

Proverbs 9:10 – This verse helped me to understand that all that we are trying to attain in knowledge begins with a healthy reverent fear of God who can open our understanding and give us the wisdom that is desperately needed in counseling.

Commented [JCT22]: Nice.