

The Eight International Interdisciplinary Conference on Clinical Supervision

Adelphi University
June 13-June 15, 2012

On behalf of the conference executive committee, we welcome you to the Eighth International Interdisciplinary Conference on Clinical Supervision.

The conference was originally funded by the National Institutes on Drug Abuse from 2005-2009 (5 R13 DA018546-05) in recognition of the importance of clinical supervision in the transmission of new knowledge and best practices in the field. Building on past years' success, the conference returns this year to Adelphi University and is packed with plenary sessions, workshops, posters, roundtables, and paper presentations on a wide range of interest, content areas, and disciplinary *perspectives*.

Pre-conference workshops on Wednesday, June 13 are led by Susanne Bennett, Ph.D. on *The Interface of Attachment, Transference, and Countertransference: Implications for clinical supervisory relationships* and Michael Ellis, Ph.D. on *Advanced clinical supervision skills: Myths and realities*. Wednesday's opening plenary features Clara Hill, Ph.D. with *What we know empirically about the effects of training and supervision: Implications for practice* followed by a poster session and evening reception. Thursday morning's plenary features David Powell, Ph.D. and Scott Migdole, LCSW, ACSW on *Can you hear me now? New frontiers in clinical supervision*. The closing plenary on Friday features Carolyn Knight, Ph.D. on *Clinical Supervision in Group Work Practice*.

During your stay in Garden City, we hope that you will enjoy the beautiful campus as a background for renewing friendships, strengthening professional ties, exchanging ideas, and creating new opportunities for research and practice partnerships. We hope you have a wonderful conference.

Sincerely,

Andrew Safyer, PhD and Peter Chernack, DSW
Conference Co-chairs



Andrew
Safyer



Peter
Chernack

CONFERENCE EXECUTIVE COMMITTEE

Thanks to the Conference Executive Committee for sharing their expertise and time in helping to plan and promote the conference, and review abstracts.

2012 CONFERENCE COMMITTEE

Jeffrey E. Barnett, Psy.D, ABPP

Professor
Department of Psychology
Loyola University-Maryland

Janine M. Bernard, Ph.D., NCC

Professor and Chair
Counseling and Human Services
Syracuse University

L. DiAnne Borders, Ph.D.

Professor and Chair
Department of Counseling Development
University of North Carolina at
Greensboro

Marion Bogo, Ph.D.

Professor
Faculty of Social Work
University of Toronto

Leigh Carter, M.S.

Clinical Psychology Doctoral Student
Loyola University- Maryland

Peter Chernack, DSW, LCSW

Co-Convener
Associate Dean
School of Social Work
Adelphi University

Michael V. Ellis, Ph.D.

Professor and Director
Division of Counseling Psychology
University at Albany

Carlean Gilbert, DSW, LCSW, CGP

Associate Professor
Editor, *The Clinical Supervisor*
Loyola School of Social Work
Loyola University-Chicago

Alex Gitterman, Ed.D.

Zachs Professor and
Director of Ph.D. Program
School of Social Work
University of Connecticut

Melissa Luke, Ph.D.

Assistant Professor
Counseling and Human Services
Syracuse University

David J. Powell, Ph.D.

President
International Center for Health Concerns
East Granby, CT

Andrew Safyer, PhD.

Co-Convener
Dean and Professor
School of Social Work
Adelphi University

Margaret Tobias

Doctoral Student
Department of Psychology
Loyola University-Maryland

CREDENTIALING INFORMATION

The Eighth International Interdisciplinary Conference on Clinical Supervision offers Continuing Education credits for attendance at pre-conference workshops, plenary sessions, and paper presentations.

Pre-conference workshops and all conference plenary sessions have been approved for continuing education credits in social work, psychology, counseling (applied), rehabilitation counseling, and alcohol and substance abuse counseling.

Paper presentations have been approved for continuing education credits in social work psychology, counseling (applied), rehabilitation counseling and alcohol and substance abuse counseling.

The conference is also eligible for continuing education units in nursing through Adelphi University School of Nursing, an approved provider of continuing education by the New York State Nurses Association, an accredited approver of continuing nursing education by the American Nurses Credentialing Center's Commission on accreditation.

Continuing Education Certificates

Pre-conference Workshops: At the conclusion of workshops, participants are asked to go to the registration table to hand in their evaluations and receive a certificate of attendance.

Plenary Sessions: A Conference Certificate has been included in the conference folder. This certificate covers all plenary sessions and will need to be stamped at the end of each plenary to indicate attendance for continuing education credits. Replacements cannot be made.

Paper Presentations: Certificates of attendance will be offered for paper presentations which have been pre-approved by NASW, CASAC, CRCC, and APA. Other disciplines should submit the certificates to their profession's credentialing body for individual approvals.

The conference has been approved for continuing education units as follows:

Social Work (NASW) — 15.5 Social Work CEU;

CASAC training hours (for renewal) — 17.25 credits;

Psychology (APA) — Adelphi University School of Social Work is approved by the American Psychological Association to sponsor Continuing Education Credits for Psychologists attending this conference. The school maintains responsibility for this program and its content;

Counseling (NBCC) — 15.5 Continuing Education Units (applied);

Rehabilitation Counseling (CRCC) — 15.00 Clock Hours

ROOM LOCATIONS

All conference activities will take place in the Ruth S. Harley University Center in Ballroom and breakout rooms on the second floor and in room 313 on the third floor.

PRE-CONFERENCE WORKSHOP

Wednesday, June 13, 2012

9:30 am to 12:30 pm

UC Ballroom 203

The Interface of Attachment, Transference and Countertransference for the Clinical Supervisory Relationship

Presenter: Susanne Bennett, PhD

Susanne Bennett, PhD, LICSW teaches social work in the doctoral and masters programs at The Catholic University of America and maintains a private practice in psychotherapy and supervision. Her research and scholarship focus on attachment and caregiving, with a special emphasis on clinical supervision. She recently created an empirically validated, attachment-based supervision-training model titled, *A Developmental-Relational Approach to Field Supervision*.

Workshop Summary

This workshop will examine the role of attachment within clinical supervision, with a look at parallel processes in the triadic supervisor-therapist-client relationship. The interface of attachment processes and transference-countertransference dynamics will be explored. The presenter will discuss how attachment facilitates self-reflection and affect regulation within clinical work and establishes the groundwork for regulating the distress that emerges in supervisory and clinical relationships. A brief case presentation will illustrate the role of attachment in supervision of clinical work with a client who presents with a history of trauma.

PRECONFERENCE WORKSHOP

Wednesday, June 13, 2012
9:30 am to 12:30 pm
UC Ballroom 203

Advanced Clinical Supervision Skills: Myths and Realities

Presenter: Michael V. Ellis, Ph.D.

As an experiential workshop, participants will have the opportunity to practice and apply innovative skills and methods for clinical supervisors and in the process identify and debunk seven myths about clinical supervision. The workshop will attend to potential ethical and legal risks associated with providing inadequate and/or harmful clinical supervision, including the failure to monitor the supervisee's in-session behaviors. Participants will address these in two specific ways: (1) to contrast and compare best and worst supervision, and (2) learn and practice a structure to observe-review and provide feedback on a therapy session from a multitude of perspectives and foci. This supervision method may be taught and used for self-supervision. Participants will actively engage in interactive workshop activities through short lectures and both small and large group activities. Participants will also have the opportunity to create specific strategies to incorporate the information learned in the workshop to one's supervision back home.

Michael V. Ellis, Ph.D. is a professor and director of the Division of Counseling Psychology at the University at Albany, SUNY. His teaching, research, and publication interests include clinical supervision, supervisor training, clinical judgment, and research methodology, psychometrics, and statistics. He is a Fellow of the American Psychological Association (APA). In 1993, Dr. Ellis was a Fulbright Scholar in Trinidad and Tobago. He received the 2010 Distinguished Professional Achievement Award from the Supervision and Training Section of the Society of Counseling Psychology (Division 17, APA).

Dr. Ellis is a licensed psychologist (NY) and an Approved Clinical Supervisor (ACS) He has over 25 years of experience as a practitioner, clinical supervisor and supervisor/trainer. He conducts workshops for clinical supervisors nationally and internationally. He maintains a general private practice, with expertise in working with eating disorders, trauma, and medically related disorders.

PLENARY SPEAKERS

OPENING PLENARY

Wednesday, June 13
6:00 pm to 7:30 pm
UC Ballroom 203

What We Know Empirically about the Effects on Training and Supervision: Implications for Practice

Presenter: Clara Hill, PhD

Clara E. Hill (Professor), received her Ph.D. in counseling psychology from Southern Illinois University in 1974, and has been in the Department of Psychology at the University of Maryland since then. Current areas of interest are the identification and training of counseling skills, process and outcome studies of psychotherapy, working with dreams, and qualitative research. She is a licensed psychologist in the state of Maryland. She was the editor of the *Journal of Counseling Psychology* (1993-1999), is currently the North American editor of *Psychotherapy Research*, she is a past president of both the North American and International Society for Psychotherapy Research. She has written seven books and over 170 journal articles and book chapters. She was awarded the Leona Tyler Award from Division 17 of APA (2001), the Distinguished Psychologist Award from Division 29 of APA (2003), and The Lifetime Achievement Award from the Section on Counseling and Psychotherapy Process and Outcome Research of Division 17 of APA (2005).

Presentation Summary:

This presentation will offer a review of the literature on the effects of training and supervision of clinicians. Particular focus will be paid to the conclusions that we can draw from the findings, the methodological shortcomings of the literature, the implications for practice, and ideas for strengthening research in this area. Participants will obtain a clearer empirical understanding of the current state of supervisory research.

MORNING PLENARY

Thursday, June 14
9:00 am to 10:30 am
UC Ballroom 203



Can You Hear Me Now? New Frontiers of Clinical Supervision

Presenters: David Powell, PhD and Scott Migdole, LCSW, ACSW

Dr. David Powell, PhD is President of the International Center for Health Concerns, Inc., and the Clinical Supervision Institute and has trained for the past 36 years on clinical supervision in 50 states and 87 countries. He is also Assistant Clinical Professor of Psychiatry, Yale University School of Medicine and Senior Advisor, Yale Behavioral Health Program, Department of Psychiatry. He is a consultant to CRC Health Group, working together to develop and implement an extensive system of clinical supervision in the substance abuse field. He is a prolific author, an editor, a scholar, and a recipient of the President's Award by the National Association of Addiction Professionals for his lifetime contribution to the field of addictions. His book, *Clinical Supervision in Alcohol and Drug Abuse Counseling* (2004) is considered a primary book on the subject in the field.

Dr. Powell is currently assisting the governments of Malaysia, Singapore and Vietnam to develop and train clinical supervisors for the respective ministries of health. He oversees an adolescent substance abuse treatment center in southern Turkey where he supervises the staff via webcam. He has developed supervision systems, and trained and supervised addiction professionals in most of the major public and private substance abuse treatment programs in the United States

Scott Migdole, LCSW, ACSW, is the Chief Operating Officer of Yale Behavioral Health and the Yale Group on Workforce Development. He is also Assistant Clinical Professor in the Department of Psychiatry at the Yale School of Medicine. He is responsible for administering a large mental health services contract for pre-adjudicated youth, crisis services, vocational programming for persons with severe mental illness, outpatient mental health and substance abuse services and managing the implementation of the Supervision Competency Development Initiative in Connecticut. Mr. Migdole has is a frequent presenter at professional conferences, principally regarding supervision, treatment planning, and Medicaid compliance. He has collaborated on various publications including "Graduate Education and Training for Contemporary Behavioral Health Practice" in *Administration and Policy in Mental Health*,

"Mental Health in Juvenile Detention Facilities: A Review" in The Journal of the American Academy of Psychiatry and the Law, and "Standards and Guidelines for Dually Diagnosed Patients in a Partial Hospital Program" on behalf of the Association for Ambulatory Behavioral Healthcare. He is now a contributing editor for "Compliance Watch," a quarterly newsletter published through the National Council for Community Behavioral Healthcare.

Presentation Summary:

During the past decade we have seen explosive growth in new ways of communicating using computers and the internet. However, research and ethics have not kept pace with the many issues raised by this type of communication. Nonetheless, cybersupervision has become a reality that is unfolding as the behavioral health field, willingly or reluctantly, embraces using technology to address issues related to time, efficiency and bringing clinical expertise to remote areas across the world. This presentation will examine the strengths and challenges associated with cybersupervision as well as key areas for cybersupervisors to consider in relation to an informed consent process with their supervisee. As part of the presentation, a live cybersupervision will be conducted with 2 supervisees for 5-10 minutes apiece from different areas of the country. The plenary will provide ample time for discussion where a range of unanswered questions around cybersupervision will be discussed: For who should it be used, under what circumstances, for what content areas? What will be the impact on future supervisees or practitioners in the field? In sum, this is intended to be highly practical, promote rich discussion and focus on the importance of ensuring safe, legal and effective supervision when conducted in an on-line format.

Clinical Supervision for Group Work Practice
Presenter: Carol Knight, PhD

Carolyn Knight, PhD, MSW is a Professor of Social Work in the School of Social Work, University of Maryland Baltimore County. Dr. Knight teaches the social work methods courses. Dr. Knight is a licensed social worker with more than twenty-five years of experience- most of it pro bono- working individually and in groups with adult survivors of childhood sexual abuse. She is the author of *Working with adult survivors of childhood trauma: Strategies and skills* and *Process-Oriented Group Therapy for Adult Survivors of Child Sexual Abuse*, as well as numerous articles on working with survivors of childhood trauma, group work, and teaching in social work education.

Dr. Knight is a frequent invited speaker and continuing education workshop leader for topics related to working with survivors of trauma and group work practice, generally, and with survivors of trauma, specifically. Dr. Knight also is a sought-after in-service training instructor and has extensive experience with front-line staff and supervisors in juvenile justice, child welfare, and mental health settings.

Presentation Summary:

All too often groups do not meet their potential because the clinician lacks a basic understanding of how, why, and in what ways groups benefit clients. In this workshop, ten core principles of group work practice will be identified. These include mutual aid, the unique benefits of group membership such as all-in-the-same-boat, the role of the group worker, and the two-client paradigm. Participants will be able to use these principles to prepare their supervisees to create effective groups and engage in competent group work practice. The workshop leader also will discuss supervision strategies that enhance supervisees' understanding of the group work modality.

CONFERENCE PROGRAM

Conference Information and Registration

The conference begins with a Poster Session and Opening Plenary on Wednesday evening, June 13. Posters will be displayed on the Second Floor Atrium from 4:30 pm until the Opening Plenary at 6:00 pm and can also be viewed throughout the complimentary buffet dinner reception, which follows the plenary presentation.

Registration is held on the second floor of the University Center during the following times:

Wednesday: 8:00 am to 6:00 pm

Thursday: 7:45 am to noon

Friday: 8:00 am to 1:00 pm (information table only)

WEDNESDAY, JUNE 13

Continental Breakfast

8:30 am

UC 202

PRECONFERENCE WORKSHOP

9:30 am to 12:30 pm

UC Ballroom 203

**The Interface of Attachment, Transference and
Countertransference for the Clinical
Supervisory Relationship**

Presenter: Susanne Bennett, PhD

Lunch (on your own)
12:30 pm – 1:30 pm

Participants can purchase lunch in the *University Center Cafeteria* (main floor). The *Underground Café* (lower level) is available until 1:00 p.m. and serves Starbucks coffee and snacks.

PRECONFERENCE WORKSHOP

1:30 pm to 4:30 pm
UC Ballroom 203

**Advanced Clinical Supervision Skills: Myths
and Realities**

Michael V. Ellis, Ph.D.

CONFERENCE BEGINS

POSTER SESSION

4:30 pm – 6:00 pm
UC Second Floor Atrium

Cognitive behavioral strategies to address beginning counselors' negative self-talk and anxiety

Edward Wahesh, *The University of North Carolina at Greensboro*

Clinical supervision presents an opportunity for early professionals practicing psychotherapy to learn CBT strategies that promote awareness of and control over negative thoughts and emotions.

Evaluating "Motivational Supervision": Assessing supervisory skills from the perspective of the supervisee

Elissa H. Messor, *Harlem United Community AIDS Center, Inc.*

Kate Sapadin, *Adelphi University*

Chris Cochrane, *Harlem United Community AIDS Center, Inc.*
Abigail Katz, *Harlem United Community AIDS Center, Inc.*

OPENING PLENARY

6:00 pm to 7:30 pm
UC Ballroom 203

**What we Know empirically about the effects on training and supervision:
Implications for practice**

Presenter: Clara Hill, PhD

Networking Reception and Dinner Buffet

7:30 pm – 9:00 pm
UC 201

Renew friendships, make new connections and enjoy our complementary dinner buffet. Special thanks to **Routledge, Taylor & Francis Group**, publishers of the *Clinical Supervisor Journal* for helping to underwrite this reception. Please visit their display in the UC Second Floor Atrium.

THURSDAY, JUNE 14

Continental Breakfast

8:15 am
UC 202

MORNING PLENARY

9:00 am to 10:30 pm
UC Ballroom 203

Can You Hear Me Now? New Frontiers of Clinical Supervision

Presenters: David Powell, PhD and Scott Migdole, LCSW, ACSW

Morning Break

10:30 am to 10:45 am

Morning coffee (or tea) will be available on the UC Second Floor Atrium

THURSDAY CONCURRENT SESSIONS (AM)

(morning block 1)
10:45 am – 11:30 am

Paper sessions will be held over two 45-minute blocks for each concurrent session.

Using microanalysis of communication in supervision

Joel K. Simon, *Center for Solution Focused Training*

UC 211

Clinical supervision and mentoring: Mutually exclusive, incompatible or complementary roles?

UC 212

Jeffrey E. Barnett, *Loyola University-Maryland*

Leigh A. Carter, *Loyola University-Maryland*

Can supervisors serve as mentors for their own supervisees? Explore the similarities and differences of supervision and mentoring, highlighting the distinct yet related relationship they share. The goals, benefits, and risks of mentoring-infused supervision within the context of the uniqueness of each supervisory relationship will be addressed. #107

Group work supervision that works: Reflective engagement and the development of professional identities

Susan W. Gray, *Barry University*

Mark S. Smith, *Barry University*

UC 213

Using Skype for internet-based one-way-mirror supervision: A model and live demonstration

UC 214

Tony Rousmaniere, *University of Alaska Fairbanks, Student Counseling Center*

Witness a live demonstration of a technological model for using Skype for internet-based one-way-mirror supervision. Increase the availability of advanced, post-graduate psychotherapy training, especially in remote areas. The benefits and limitations of web-based distance supervision are discussed, with special consideration given to supervision process, ethics, privacy, and security.

From balance to harmony: Changing narratives for trainee's self-care

John H. Robbins, *Argosy University*

Heather Ambrose, *Argosy University*

#106

UC 215

Using the metaphor of harmony, the supervisor and trainee can look at different ways the trainee can use their passions to direct their work with clients. The T.E.A.M. (Teaching Excellence through Active Means) program serves as a model that can be adapted to the supervisory process for facilitating self-discovery about how such principles can be applied to enhance and enrich healthy and successful ways of relating to others.

Parallel process in supervision: A demonstration and discussion

Eva Feindler, *C.W. Post Long Island University*

UC 216

THURSDAY CONCURRENT SESSIONS (AM)

(morning block 2)
11:45 am – 12:30 pm

Paper sessions will be held over two 45-minute blocks for each concurrent session.

Outcomes assessment in clinical supervision:

Helpful tools for evaluating supervisors (R)

UC 211

Janet L. Muse-Burke, *Marywood University*

Utilizing attachment theory in clinical supervision:

UC 212

Integrating theory and practice (R)

Edina L. Renfro-Michel, *Montclair State University*

Elements of successful supervision: What makes it work? (R)

UC 213

Sandy E. Speier, *New York University Silver School of Social Work*

Examining the use of multimedia methods in monitoring and enhancing intervention delivery in HIV/STI prevention: A multi-level, data informed supervisory model

UC 214

Timothy L. Hunt, *Columbia University*

Bright E. Sarfo, *National Development Research Institute (NDRI)*

Compassionate Supervision: To prevent burnout, increase morale, and as a model of self-care (R)

UC 215

Kathleen Walsh, *Millersville University*

Compassionate supervision is an approach to supervision that may reduce burnout and increase morale among employees. Participants will explore job specific factors associated with burnout, devise strategies to utilize compassionate supervisory approaches, and identify self-care practices that can be employed in their current agency settings (for themselves and supervisees). #101

What makes an effective faculty liaison?:

UC 216

Perceptions of students and field instructors

Timothy M. McCarragher, *The University of Akron*

Naomi White, *The University of Akron*

Maria Spence, *The University of Akron*

Lunch (on your own)

12:30 pm – 1:30 pm

Participants can purchase lunch in the *University Center Cafeteria* (main floor). The *Underground Café* (lower level) is available until 1:00 p.m. and serves Starbucks coffee and snacks.

THURSDAY CONCURRENT SESSIONS (PM)

(afternoon block 1)

1:30 – 2:15 p.m.

Paper sessions will be held over two 45-minute blocks for each concurrent session.

Cross-generational supervision: Strategies to promote cohesion, understanding and increase productivity in clinical practice UC 211

Kathleen Walsh, *Millersville University*

In keeping with the social work quest for cultural competence and diversity, an exploration of cross-generational supervision and workforce behaviors is warranted. This presentation/discussion will review the literature on generational differences, their impact on the workplace, including the delivery of human services, and the implications for clinical supervision. #102

Assessing treatment motivation and readiness among criminal justice clients:

A unique model of active training UC 212

Valerie Fowler, *Fortune Society*

ACES Best practices in clinical supervision UC 213

L. DiAnne Borders, *The University of North Carolina at Greensboro*

Factors that influence the establishment of state social work standards

M. Carlean Gilbert, *University of Loyola – Chicago* UC 215

iSupe: The iPad in live supervision UC 216

Angelita M. Yu, *Loyola University-Maryland*

#110

When supervisor and supervisee are acquainted with tablet technology (i.e., iPad or Galaxy...) and gain access to cloud computing that exposes documents in real-time (i.e., google docs...) or a live chat, then technology can be used to decrease anxiety while increasing confidence of the supervisee, speed up skills acquisition while decreasing the use of ineffective interventions, encourage new reticent behaviors, and ideally enhance effectiveness for clients.

How does diagnostic context moderate the use of hypothesis testing strategies?

UC 211

Nadia T. D'Iuso, *Jewish General Hospital, Montreal, Canada*

Michael T. Ellis, *University at Albany*

Thursday CONCURRENT SESSIONS (PM)

(afternoon block 2)

2:30 – 3:15 p.m.

Paper sessions will be held over two 45-minute blocks for each concurrent session.

Group Presentation: Clinical Supervision Certificate program Outcomes UC 210

Gail Bragg, Adelphi University

Sarah Anghelone, Stephen Brazeau, Lori Hannibal, Jennifer Senft, Lisa Matus

Forming sidewalks: Connecting rural mental health workers through peer supervision.

UC 211

Lauren R. Paulson, *Allegheny College*

The rural landscape is one that fosters professional isolation, heavy case loads, lack of privacy, lack of resources, and limited professional development and supervision opportunities. This session will review the findings of a research project that addressed the special issues faced by rural mental health workers and the diverse needs of the rural mental health population.

#104

**Managing ethical dilemmas during supervision:
A hermeneutic decision-making model**

UC 212

Stephanie D. Helsel, *Waynesburg University*

Validation of the Supervision Nondisclosure Scale

UC 213

Michael J. Siembor, *University at Albany*

Ethical challenges in clinical supervision: Guidelines to promote competent social work practitioners

UC 214

Phyllis N. Black, *Marywood University*
Christina Car Gigler, *Marywood University*

The importance of *parallel process* implies that the supervisor models for the supervisee the ethical norms applicable to clinical practice: in this sense, ethics are “taught and *caught*.”

Approaches to enhance ethical competence as well as resolution strategies to address inevitable ethical dilemmas will be discussed. #112

Social work supervision in a non-regulated environment

UC 215

Ronnie Egan, *Victoria University, Australia*

Australia does not have regulation for social workers and relies on the Australian Association of Social Workers for dealing with ethical complaints. A national online survey investigating the practice of social work supervision in Australia will be discussed and the implications for un-regulated supervision highlighted.

Taking the “con” out of confrontation: Building transparency and trust in Supervision

UC 216

Lisa Aasheim, *Portland State University*

Afternoon Break

3:15 – 3:30 p.m.

UC Second Floor Atrium

Coffee, tea, and light refreshments

ROUNDTABLE (HOT TOPIC) DISCUSSIONS

3:30 p.m. to 5:30 p.m.
UC 201/202

Michael V. Ellis, Ph.D., Session Co- Chair

Heidi Hutman, M.A. Session Co-Chair

University at Albany

*Participants will be able to attend two roundtable discussions
Each session will be presented for one hour from 3:30-4:30
and repeated again from 4:30-5:30.*

Co-Chairs: Michael V. Ellis, Ph.D. & Heidi Hutman, M.A.
University at Albany

Roundtable Discussion Topics & Presenters

1. The "Real Relationship" in Clinical Supervision

Facilitator: C. Edward Watkins, Jr., Ph.D.
Department of Psychology, University of North Texas

2. So You Think You've Got Problems?

Facilitators: Scott Migdole, MSW, LCSW & David Powell, Ph.D.
Yale University School of Medicine

3. Dealing with Obstacles Between Workers and Supervisors

Facilitator: Alex Gitterman, MSW, Ed.D.
University of Connecticut

4. Win-win for Supervisor and Supervisee: Best Practice and Tips in Cross-Cultural Clinical Supervision

Facilitator: Lillian Wong, Ph.D.
Director of Education and Professional Development
International Network on Personal Meaning

5. Clinical Supervision In Personality Assessment: Ethical And Legal Challenges

Facilitators: Tony Crespi, Ph.D. & Tara Deluco, M.S.
University of Hartford

6. **Inadequate Clinical Supervision: Am I Among the 97% Providing It?**
Facilitator: Michael V. Ellis, Ph.D.
University at Albany
7. **How Can We Possibly Do Research on Training and Supervision?**
Facilitator: Clara Hill, Ph.D.
University of Maryland
8. **Clinical Hypothesis Testing Strategies: Helping Trainees Develop Diagnostic Skills Across Contexts**
Facilitators: Nadia T. D'lusio, Ph.D.
University at Albany (SUNY) and McGill University
Christopher C. Connacher
University at Albany (SUNY)
9. **Collaboration in Supervision: How Much is Enough?**
Facilitators: Tony Rousmaniere, PsyD
University of Alaska Fairbanks
10. **Navigating Multiple Roles in Supervision**
Facilitators: Lisa Aasheim, Ph.D.
Portland State University
11. **Why Not Address It? How and When and Why to Broach the Topic of Diversity or Cultural Awareness**
Facilitators: Angelita M. Yu, Loyola University-Maryland
12. **Creative Use of Agricultural Concepts to Enhance Supervisee Self-Awareness**
Facilitators: Stephen K. Gitonga, University of Phoenix, Utah
13. **Evaluating Student Learning and Performance: Challenges and Innovations**
Facilitators: Marion Bogo University of Toronto

THURSDAY EVENING

THURSDAY EVENING

Participants are on their own for dinner. (Please consult the handout for dining options). Information about local transportation, including taxi transportation and train schedules for the LIRR train to Manhattan, are included in your conference packet.

Enjoy the evening!

FRIDAY, JUNE 10th

Continental Breakfast
7:00 a.m. to 8:00 a.m.
UC 2

Friday Presentations will be presented in two blocks. Each room will hold two 45 minute presentations. There will be an opportunity to opt to an alternative presentation at the end of each paper.

FRIDAY CONCURRENT SESSION ONE: 8:00 a.m. – 9:30 a.m.

Workshops consist of paired papers. Participant may elect to change rooms following the first presentation.

Paired Presentation

UC 211

Innovative trauma supervision strategies with graduate students

Thomas P. Demaria, *C.W. Post Long Island University*

Eva Feindler, *C.W. Post Long Island University*

Josette Banks, *C.W. Post Long Island University*

Sara Pascal, *C.W. Post Long Island University*

What else is possible in supervision?

Purim H. King CORE Wellness

Paired Presentation

UC 212

Skill building in cybervision

Leah K. Clarke, *Messiah College*

Technology and Supervision: Ethical implications in clinical supervision

Megan R. Lehembre

Edina L. Renfro-Michel, *Montclair State University*

Paired Presentation

UC 213

The role of frontline supervisors in public child welfare agencies: A study on organizational change

Kim Campbell, *Child Health and Development Institute of Connecticut*

Developing our sensitivities to and knowledge of persons with disabilities through the supervisory method of ensemble-building

Valerie Karr, *Adelphi University*

Heather Rotter

Paired Presentation

UC 214

An integrated approach to conceptualizing clinical supervision

Janine M. Bernard, *Syracuse University*

The effect of on-the-job group supervision on school counselor professionalism

Soo Yin Tan, *National Institute of Education, Nanyang Technological University, Singapore #105*

Given the lack of literature regarding on-the-job counseling supervision in the school setting, the session presents findings from a study designed to examine the impact of on-the-job group supervision in enhancing school counselors' professionalism

Paired Presentation

UC 215

Clinical supervision research: New evidence to guide implementation and evaluation

Edward White University of New South Wales Australia

Julie Winstanley University of New South Wales Australia

Investigating the responsive model of group supervision: A pilot study

Melissa Luke, *Syracuse University*

Kristopher M. Goodrich, *Syracuse University*

Clinical group supervision: Student voices critique group supervision experiences in the field

UC 313

Greg Tully, *West Chester University* (double session)

Paired Presentations

UC 216

- **The importance of a course in supervision in the development of a pilot project combining the individual and group approaches to supervision for interns in social work**

Ginette Berteau Berteau, *École de travail social, Université du Québec à Montréal*

Annie Gusew, *École de travail social, Université du Québec à Montréal*

- **Group mapping: A group supervision model that facilitates the understanding and discussion of group dynamics in a multisensory way**

Susan Ciardiello, *Larchmont-Mamaroneck Community Counseling Center*

Jessica Dorzek, *Larchmont-Mamaroneck Community Counseling Center*

Paired Presentations

T/B/A

- **Using field seminars to learn conflict resolution skills: The advantages of focused learning (take two)**

Susan Rice, *Emerita California State University, Long Beach School of Social Work*

Judith Green, *California State University, Long Beach School of Social Work*

- **Using the AASWG Standards of Practice for Group Work in supervision of group work practitioners**

Barbara Muskat, *The Hospital for Sick Children, Toronto, Canada*

CONCURRENT SESSIONS: 9:45 a.m. – 11:15 a.m.

Paired Presentation

Developmental considerations in group supervision process: UC 211

A qualitative and quantitative analysis (R)

Eva Feindler, *C.W. Post Long Island University*

Nicole Nadell

Lisa Shull

Ethical and legal issues in clinical supervision:

What every supervisor should know

Jefferey E. Barnett, *Loyola University-Maryland*

Margaret Tobias, *Loyola University-Maryland*

Paired Presentation

Building transformational leadership skills for effective supervisory Relationships UC 212

Liz Fisher, *Shippensburg University*

The nature of faith in reflective practice

Leslie A. Reed, *Reed Shields Association*

Paired Presentation **UC 213**

Live supervision of small group counseling Interventions: A unique model of active training

Jennifer S. Barna, *Marywood University*

Practice v. reality: A closer look in to social work supervision

Mendy M. Saylor, *Indiana University*

Chris Hayden

Supervision of school social work service in post-disaster rural areas in Sichuan China

Joanne Y.S. Lo, *The University of Hong Kong*

The paper describes social work supervision in post-disastrous areas in Deyang and Wenchuan following the earthquake of 2007. The “train the trainer (ToT)” model was employed to develop the local supervisors and social worker and the implication to social work supervision in post-disastrous area and school social work service in rural China will be discussed.

#111

An Australian look at the effectiveness of clinical supervision in Australia

Marcel Koper, *Swinburn University Australia*

#115

Research conducted in a drug and alcohol rehabilitation setting in Melbourne Australia divided components of supervision into administrative function and clinical and supportive functions.

There will be reflection on how important the supportive component of any form of supervision is, and thus will posit the term ‘supportive supervision’

We are Group Workers, So Why Aren’t We Talking to Each Other? UC 215

Dana Grossman Leeman, *Simmons College School of Social Work*

Alex Gitterman, *University of Connecticut School of Social Work (double session)*

Paired Presentations

UC 216

- **From the Inside Out Project: Social Group Work in the Hilton Hotels.**
Laura MacLeod, *Hunter College School of Social Work*
- **Increasing morale and preventing burnout through compassionate models of supportive group supervision**
Kathleen M. Walsh, *Millersville University*

Paired Presentations

UC 313

- **Terms of engagement: Promoting engagement in group supervision through a model of reflective conversations and questions**

Mark Smith, *Barry University School of Social Work*
Susan Gray, *Barry University School of Social Work*

- **An integrative supervision model for group art therapy with children and adolescents.**
Anat Shvadron, Misholim, The Jerusalem Arts Therapy Center

CLOSING PLENARY

11:30 am to 12:45 pm

UC Ballroom 203

Clinical Supervision for Group Work Practice

Presenter: Carolyn Knight, Ph.D.

Thank you for attending!