

Finding Identity as a New Counselor in the Midst of COVID-19

4th Annual Virtual Conference

Clinical Mental Health Counseling and Beyond

The Chicago School of Professional Psychology ~ Institute for Professional & Continuing Studies

Bethany Goshorn, M.S., NCC

Matthew R. Shupp, Ed.D., NCC, BC-TMH, ACS, C-DBT, LPC



Welcome!

- Why are you here?
- Who are we?



Bethany Goshorn, M.S., NCC
Adjunct Faculty/Mental Health Counselor
Shippensburg University of Pennsylvania
Community Mental Health Counselor
Pathways Counseling Services



Matthew R. Shupp, Ed.D., NCC, BC-TMH, ACS, LPC
Associate Professor / Coordinator of College Counseling and Student Affairs specialization
Department of Counseling and College Student Personnel
Shippensburg University of Pennsylvania
Counselor Educator / Clinical Therapist and Supervisor

Learning Objectives

- 1.) Presenters will describe specific challenges of beginning clinical work during a global pandemic.
- 2.) Participants will analyze and evaluate their own method of practice and self-care.
- 3.) Participants will learn specific ways of protecting against burnout and compassion fatigue.
- 4.) Participants will examine innovative and effective supervision strategies.

Let's Get Started!

A few polling questions for all of you...

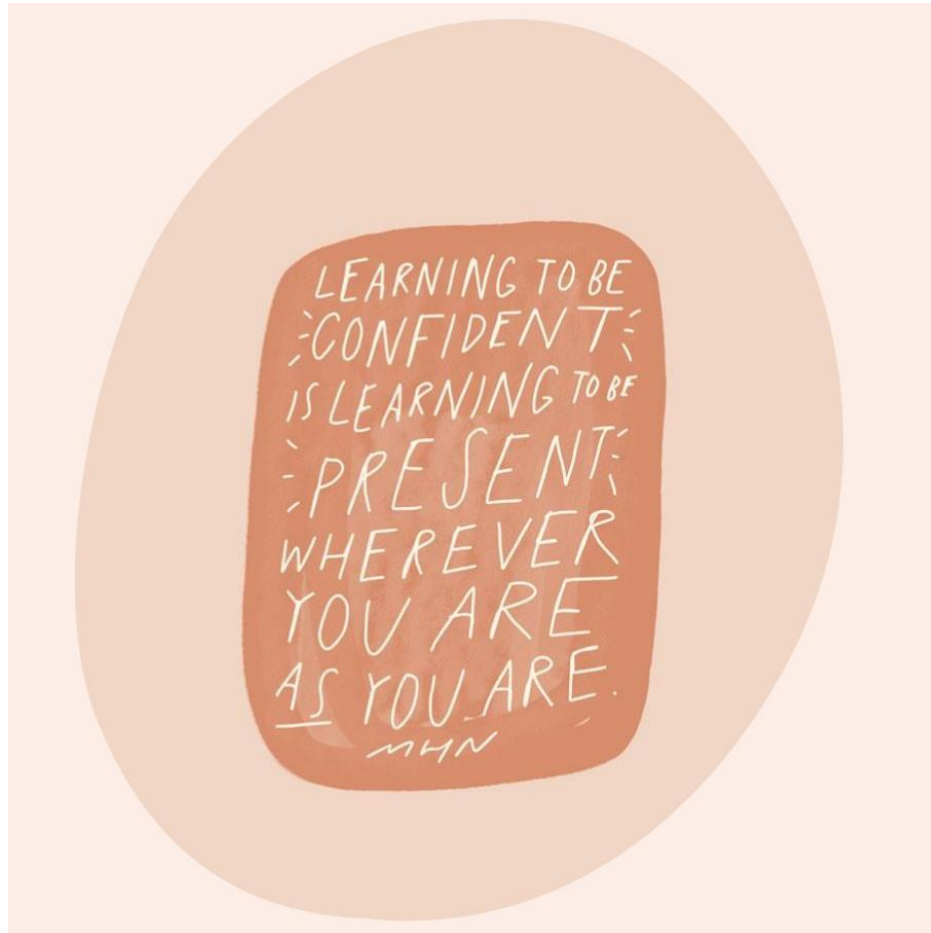




New Clinician Challenges

- Imposter Syndrome
- Managing Expectations
- Establishing Boundaries
- Establishing Self-Care Rhythms
- Finding Your “Tribe”
- Locating/Utilizing Supervision

Imposter Syndrome

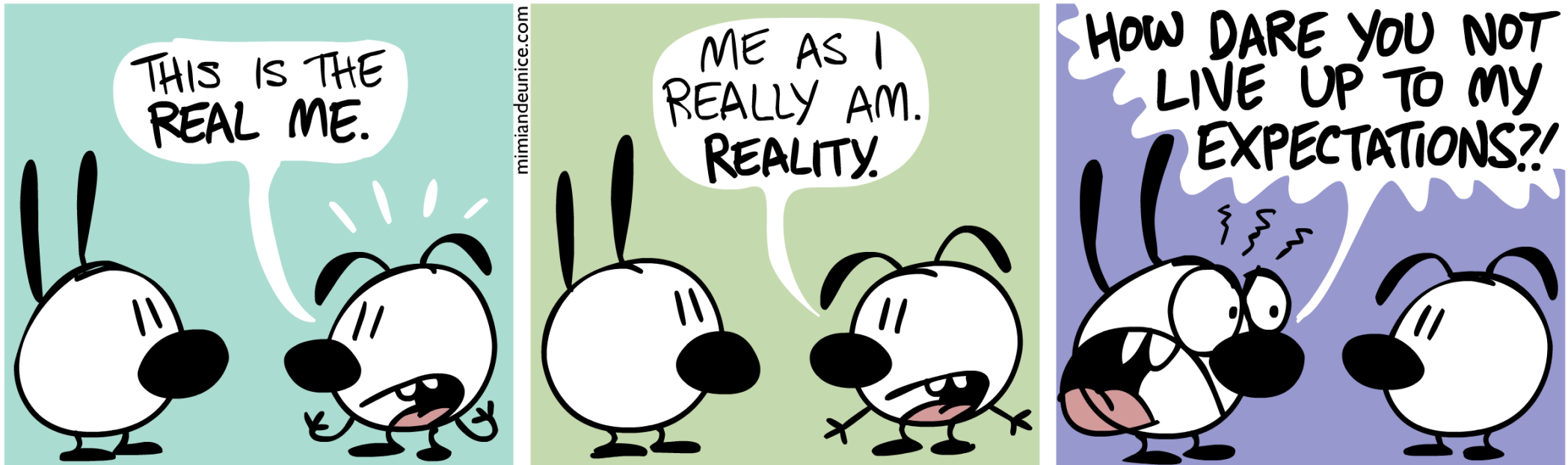


- Coming back to basics
- Recognizing own limitations
- Managing expectations
- Leaning on supervision

Managing Expectations

What are the messages I'm telling myself about who I am as a counselor?

- Not going to have all the answers
- Natural to have areas of weakness/growth potential
- Learning to trust self/instinct/strength, education
- SUPERVISION!



Establishing Boundaries

Professional Boundaries in practice

- How much is healthy for me to work each week?
- What are the parameters around when/where I'll work?
- What populations am I comfortable/qualified to work with?
- How do I make time for professional development?
- Do I have flexibility in my schedule for progress notes?

Personal Boundaries

- Friends/family asking for counseling advice, resources, etc.
- How am I in a position to receive rather than always giving?
- How am I doing and how is this impacting my counseling?

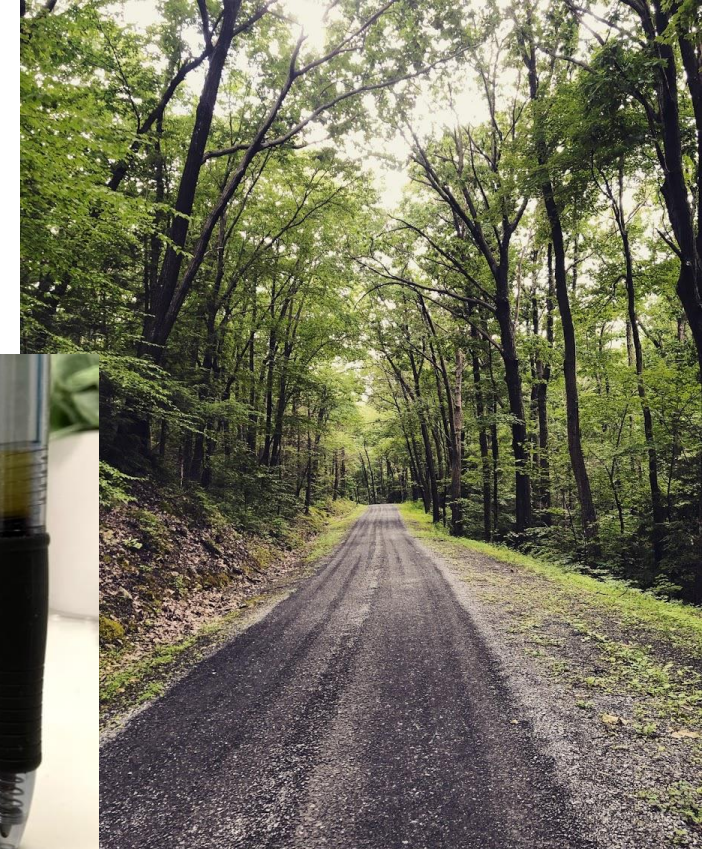


Establishing Self-Care Rhythms

Important to tune in not only to physical needs but emotional/mental/spiritual needs

Times to disconnect from work

You are not *only* a counselor!



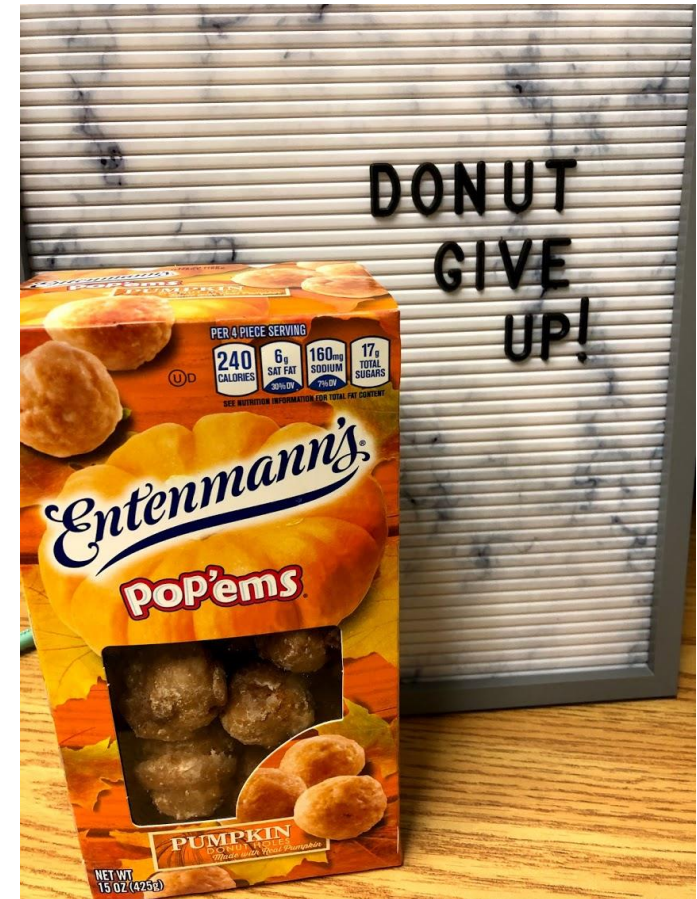
Finding Your “Tribe”

Like-minded counselors who can listen/support:

- Peer consultation
- Group supervision
- Case consultation
- Past classmates or colleagues

Doesn't need to be limited to counselors:

- Go for walks with friends/family
- Play boardgames
- Join a book club



Locating/Utilizing Supervision



Know your own needs

- Content versus process
- Communication styles
- Areas of interest

Supervisor Competency

Compassion Fatigue & Burnout

Symptoms of Compassion Fatigue

- Chronic physical and emotional exhaustion
- Depersonalization
- Feelings of inequity toward the therapeutic or caregiver relationship
- Irritability
- Feelings of self-contempt
- Difficulty sleeping
- Weight loss
- Headaches
- Poor job satisfaction



Compassion Fatigue & Burnout (cont.)

Differences between Burnout & Compassion Fatigue

- Compassion fatigue is highly treatable, less predictable
- Compassion fatigue onset is usually sudden; burnout usually emerges over time
- Burnout sometimes requires complete change of profession

Ways to prevent

- Aspects mentioned thus far in presentation (self-care, managing expectations, disconnecting, etc.)
- Receiving support through supervision and/or own personal counseling
- Monitoring sleep, meditation, journaling
- Professional development geared towards this

Research on – and Importance of – Supervision

- Supervision in Student Affairs
 - Synergistic supervision - holistic approach, two-way communication, focus on development and goals (Winston & Creamer, 1998)
 - Supervision as a factor in attrition and satisfaction - interpersonal relationship and attentiveness are important (Shupp & Mattingly, 2017; Shupp & Arminio, 2012)
- Multicultural Competence
 - Awareness, knowledge, skills and action (Pope, Reynolds, & Mueller, 2004; 2019)
 - Social Justice and Inclusion (ACPA & NASPA, 2015)
- Multicultural Supervision
 - Culturally responsive supervision in counseling field results in increased satisfaction of staff (Fukuyama, 1994; Helms & Cook, 1999; Lawless, Gale, & Bacigalupe, 2001)

Professional Values

Professional values are an important way of living out an ethical commitment. The following are core professional values of the counseling profession:

1. enhancing human development throughout the life span;
2. honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;
3. promoting social justice;
4. safeguarding the integrity of the counselor-client relationship; and
5. practicing in a competent and ethical manner.

- ACA Code of Ethics Preamble, p. 3, 2014

The Six Pillars/Fundamental Principles of Professional Ethical Behavior

1. **Autonomy**, or fostering the right to control the direction of one's life;
2. **Nonmaleficence**, or avoiding actions that cause harm;
3. **Beneficence**, or working for the good of the individual and society by promoting mental health and well-being;
4. **Justice**, or treating individuals equitably and fostering fairness and equality;
5. **Fidelity**, or honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships; and
6. **Veracity**, or dealing truthfully with individuals with whom counselors come into professional contact.

- ACA Code of Ethics Preamble, p. 3, 2014

Framing Supervision

Section F (Supervision, Training, and Teaching)

- Client welfare (F.1.a.)
- Informed Consent for Supervision (F.4.a.)
- Gatekeeping (F.6.b.)
- State-related Requirements



Supervision is a systematic and ongoing relationship focused on two-way communication with an emphasis on both personal and professional goals and is ubiquitous regardless of duration in the field or position (Winston & Creamer, 1997; 1998; Wilson, McCallum, & Shupp, 2020).

“Helping supervisees find their way and, as a result, their identity as a clinician.”

Supervision Styles Inventory

Table 2.2
Supervisory Styles Inventory

Please indicate your perception of your style as a supervisor of counselors on each of the following descriptors. Indicate the number on the scale, from 1 to 7, (1: "not very" to 7: "very") which best reflects your view of yourself.

- | | |
|------------------|------------------|
| 1. goal-oriented | 18. didactic |
| 2. perceptive | 19. thorough |
| 3. concrete | 20. focused |
| 4. explicit | 21. creative |
| 5. committed | 22. supportive |
| 6. affirming | 23. open |
| 7. practical | 24. realistic |
| 8. sensitive | 25. resourceful |
| 9. collaborative | 26. invested |
| 10. intuitive | 27. facilitative |
| 11. reflective | 28. therapeutic |
| 12. responsive | 29. positive |
| 13. structured | 30. trusting |
| 14. evaluative | 31. informative |
| 15. friendly | 32. humorous |
| 16. flexible | 33. warm |
| 17. prescriptive | |

“Lean into the discomfort of our work.”

- Brene Brown

- Telehealth can be a valuable modality for conducting therapeutic, er...supervisory services
- Great care must be taken to ensure eligibility, confidentiality, support services, etc.
- Variety of online platforms exist - Check security settings!
 - doxy.me (BAA-embedded platform)
 - Zoom
 - SimplePractice

COVID-19 created an opportunity for us to explore new and innovative ways of providing client/supervisory services. Lean into it.

SUMMARY



- **New/Veteran Practitioners**

- Take time to inventory expectations, self-care needs, boundary needs, support systems, etc.
- Monitor for compassion fatigue, burnout
- Remember that you are also going through a pandemic!

- **Supervision**

- Ongoing and systematic
- Ethical responsibility as part of our professional practice
- Unique and meaningful
- Review YOUR specific Code of Ethics
- Review state licensing requirements to ensure one meets specific qualifications

Resources

- Aafjes-van Doorn, K., Békés, V., Prout, T. A., & Hoffman, L. (2020). Psychotherapists' vicarious traumatization during the COVID-19 pandemic. *Psychological Trauma: Theory, Research, Practice, and Policy*, 12(S1), S148-S150. <https://doi.org/10.1037/tra0000868>
- Compassion fatigue. (n.d.). Retrieved April 06, 2021, from <https://www.goodtherapy.org/blog/psychpedia/compassion-fatigue>
- Czeisler, M. É., Howard, M. E., & Rajaratnam, S. M. W. (2021). Mental Health During the COVID-19 Pandemic: Challenges, Populations at Risk, Implications, and Opportunities. *American Journal of Health Promotion*, 35(2), 301-311.
- Inchausti, F., MacBeth, A., Hasson-Ohayon, I., & Dimaggio, G. (2020). Telepsychotherapy in the Age of COVID-19: A Commentary. *Journal of Psychotherapy Integration*, 30(2), 394-405. <https://doi.org/10.1037/int0000222>
- Johnson, S. S., Czeisler, M. É., Howard, M. E., Rajaratnam, S. M. W., Sumner, J. A., Koenen, K. C., Kubzansky, L. D., Mochari-Greenberger, H., Pande, R. L., & Mendell, G. (2021). Knowing Well, Being Well: Well-being born of understanding: Addressing Mental Health and Substance Use Disorders Amid and Beyond the COVID-19 Pandemic. *American Journal of Health Promotion*, 35(2), 299-319.
- Knopf, A. (2020). During and after COVID-19, anxiety and depression will increase: Study. *The Brown University Child and Adolescent Behavior Letter*, 9, 6-7.
- Ransing, R., Adiukwu, F., Pereira-Sanchez, V., Ramalho, R., Orsolini, L., Teixeira, A., Gonzalez-Diaz, J. M., Pinto da Costa, M., Soler-Vidal, J., Bytyçi, D. G., El Hayek, S., Larnaout, A., Shalbafan, M., Syarif, Z., Nofal, M., & Kundadak, G. K. (2020). Mental Health Interventions during the COVID-19 Pandemic: A Conceptual Framework by Early Career Psychiatrists. *Asian Journal of Psychiatry*, 51, 102085. <https://doi.org/10.1016/j.ajp.2020.102085>
- Titov, N., Staples, L., Kayrouz, R., Cross, S., Karin, E., Ryan, K., Dear, B., & Nielssen, O. (2020). Rapid report: Early demand, profiles and concerns of mental health users during the coronavirus (COVID-19) pandemic. *Internet Interventions*, 21. <https://doi.org/10.1016/j.invent.2020.100327>
- Torous, J., Myrick K. J., Rauseo-Ricupero, N., & Firth, J. (2020). Digital mental health and COVID-19: Using technology today to accelerate the curve on access and quality tomorrow. *Mental Health*, 7(3), e18848. DOI:10.2196/18848
- Wind, T. R., Rijkeboer, M., Andersson, G., & Riper, H. (2020). The COVID-19 pandemic: The 'black swan' for mental health care and a turning point for e-health. *Internet interventions*, 20, 100317. <https://doi.org/10.1016/j.invent.2020.100317>
- Wright, J. H., & Caudill, R. (2020). Remote treatment delivery in response to the COVID-19 pandemic. *Psychotherapy and Psychosomatics*, 3, 1-3. DOI: 10.1159/000507376

Thank You!

Questions?

For more information, please contact:

Bethany Goshorn, MS, NCC
bggoshorn@ship.edu

Matthew R. Shupp, Ed.D., NCC, BC-TMH, ACS, LPC
mrshupp@ship.edu

