Conroy Reynolds, PhD

INTEGRATING SPIRITUALITY IN CLINICAL SUPERVISION: CULTIVATING AWARENESS, COMPETENCE, AND ETHICAL SENSITIVITY

Description

This session will explore the multifaceted role of spirituality in the supervisory relationship, offering practical guidelines for initiating meaningful conversations about spiritual issues with both supervisees and clients. It will introduce participants to training models aimed at developing spiritually competent practitioners. The session will also examine supervisors' ethical and personal challenges, such as managing biases and individual views that may conflict with those of their clients or supervisees.

Learning Outcomes

1. Articulate the significance and role of spirituality in clinical supervision
2. Discuss spirituality's effects on supervisor, supervisee, client, and the interactions among them.
3. Demonstrate effective strategies for initiating and navigating conversations around spiritual issues with supervisees and clients.
4. Understand the ethical considerations in integrating spirituality into clinical supervision.
5. Conduct a spiritual competence self-assessment of their supervisory practice and recognize areas for further development or improvement.
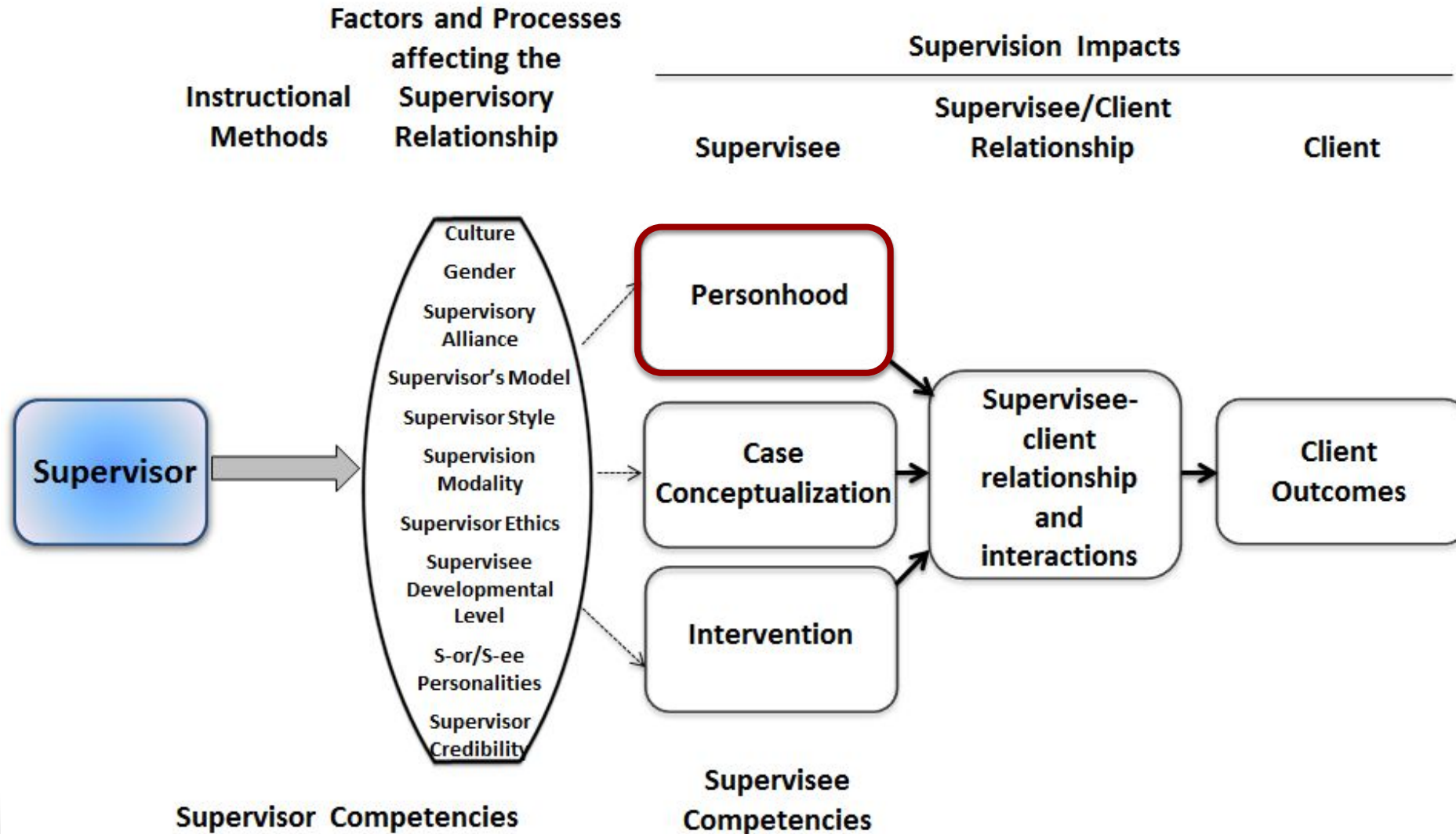
Integrating Spirituality in Clinical Supervision
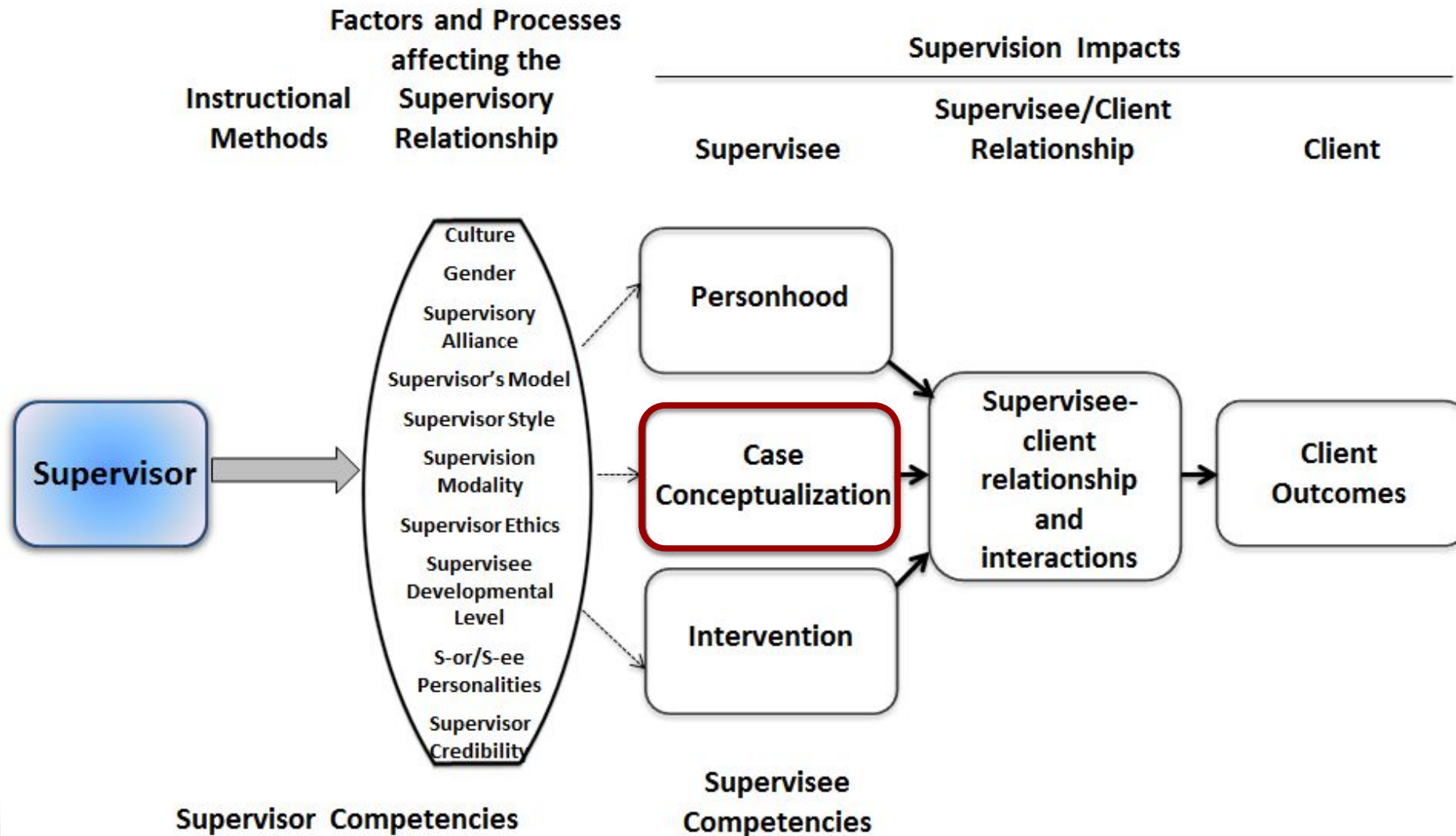
CONCEPTUAL MODEL OF SUPERVISION

Conceptual Model
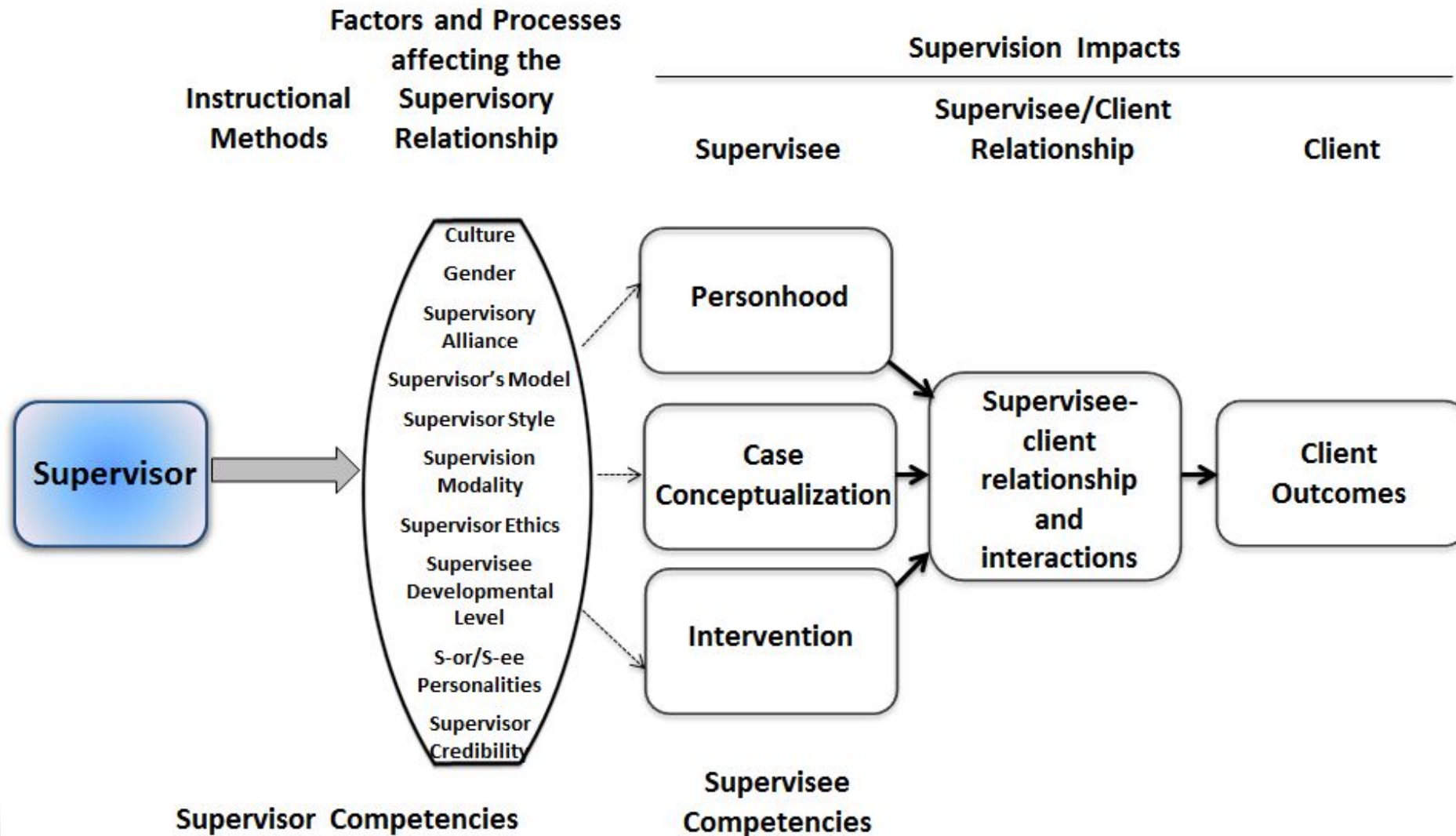
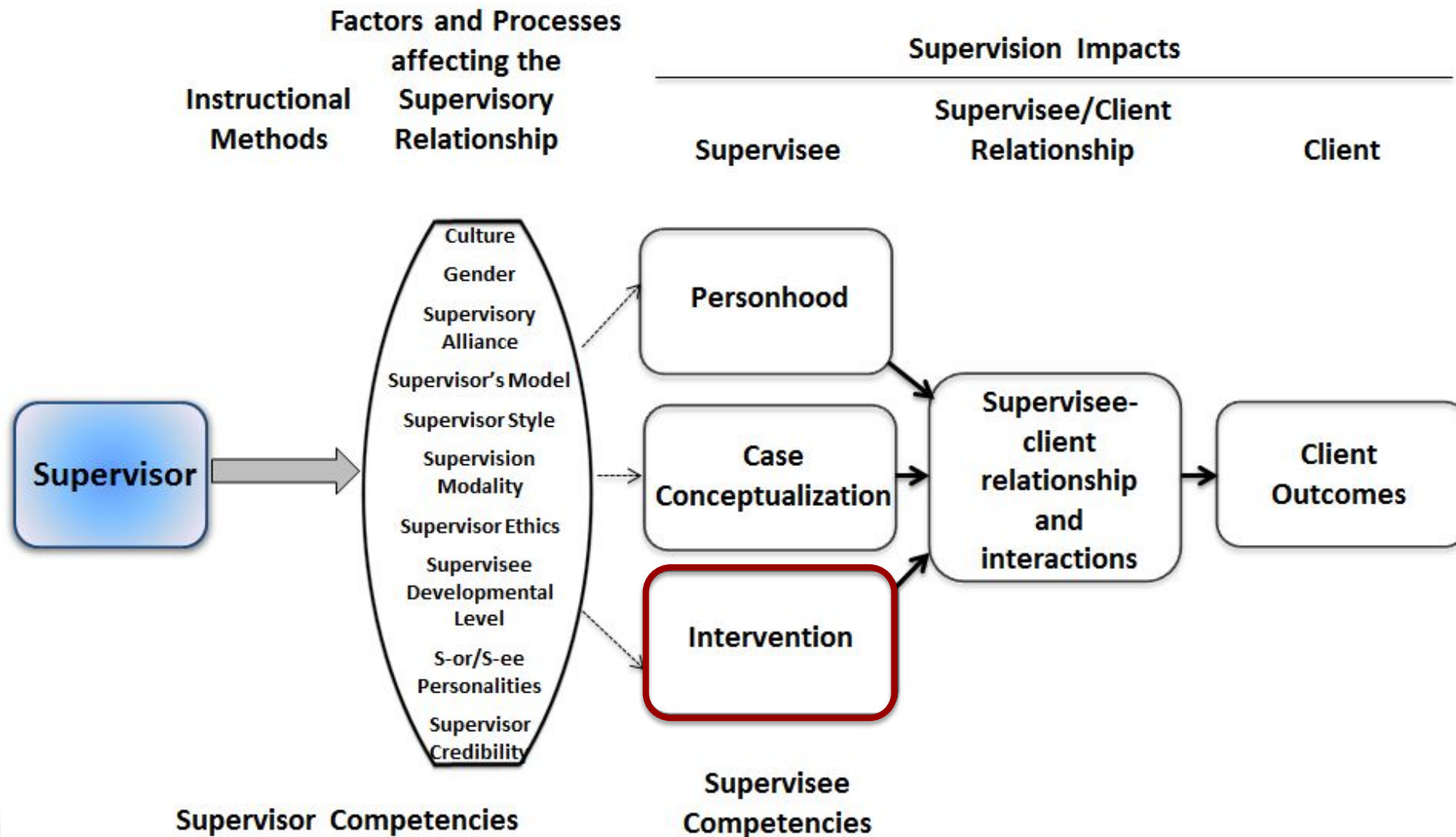# Conceptual Model

Conceptual Model

Conceptual Model

The History of Religion/Spirituality

The history of religion has evolved with human culture, from polytheism to monotheism, and has often shaped civilizations' laws, moral codes, and social structures. Archeological evidence suggests that religious ideas existed several hundred thousand years ago, even before the advent of written records.

Spirituality in Human Experience

Religion and spirituality are, among the most important factors which structure human experience, beliefs, values, and behavior, as well as illness patterns.
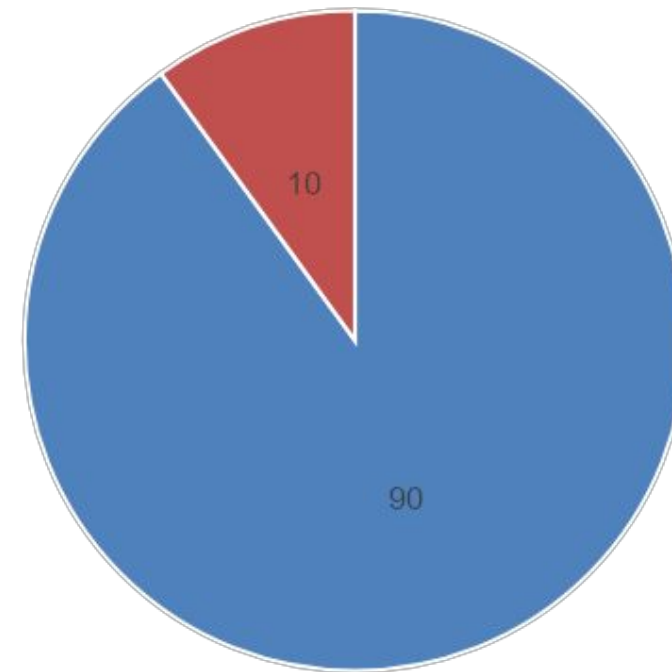
Lukoff, Tucker & Lu (1992)

Importance of spirituality in the lives of our clients

World Christian Database

Spiritual Practice of the World Population

90

10

■ Spiritual ■ Other

65% Clients want therapist with spiritual values

30% of Psychologist discuss spirituality with clients

Vieten, et. al. (2013)

Religion/Spirituality and Mental Health

- In the highest quality studies, Religion/Spirituality is positively related to coping from adversity, hope, and optimism,

- 93% of all studies on measuring the association of meaning and purpose in life with spirituality showed a positive relationship.

- 100% of the most rigorous studies reported significant positive relationship

Harold Koenig (2012)

Religion/Spirituality & Depression

Koenig (2012)

Studies Investigated, N=444

- 61% found an inverse relationship
- only 6% found a positive relationship
- Of the highest rated studies (n=178) 67% found an inverse relationship while only 7% reported a positive relationship

SPIRITUALITY AND THERAPEUTIC EFFECTIVENESS

People come to therapy because something has wrong with their worldview

"The aim of psychotherapy is to help people feel and function better by encouraging appropriate modifications in their assumptive worlds, thereby transforming the meanings of experience to more favorable ones"

(Frank & Frank, 1991 p.30)

What are Worldviews?

Worldviews are beliefs and assumptions, by which an individual makes sense of life experiences They are hidden deep within the language and traditions of the surrounding culture

The Influence of Spirituality on Worldview

"We believe it is impossible to accurately construe the supervisory process without alluding either to the client-counselor-supervisor triad or to the influence of their worldview perspectives."

(Brown & Landrum-Brown, (1995)

Religious Based Counseling

"Religious based psychotherapy has been shown in randomized clinical trials to speed recovery from depression, bereavement and generalized anxiety in religious patients, compared to secular therapies and standard care"

Persons with severe mental illness cope better with religious/spiritual interventions

- Koenig, 2013

WHERE SHOULD COUNSELORS LEARN TO ADDRESS SPIRITUAL CONCERNS IN COUNSELING?

Should Spirituality be Integrated in Supervision?

Most training programs suggests that supervision is the primary place for teaching and learning about spiritual/religious issues.

Gingrich & Worthington, (2007)

American Counseling Association
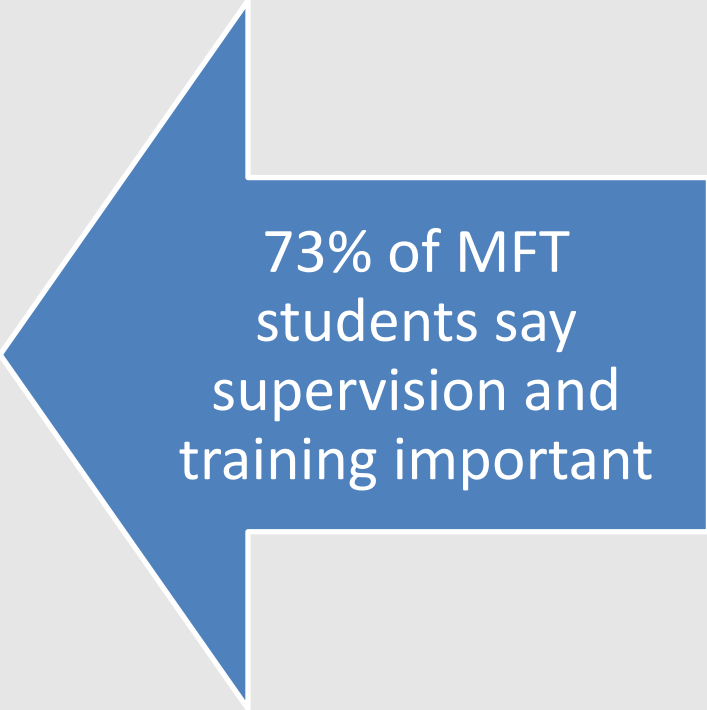
ACA Calls for greater integration of supervisees spirituality in supervision

(ACA 2010)

American Counseling Association

Inherent to supervision is the idea that supervisees experiences formulate their worldview and are inextricably linked to how they conceptualize the needs of the client. Personal experiences include individual's culture, gender, age, and spiritual beliefs, … while the counseling community has become increasingly more diligent and comfortable discussing issues of diversity and differences in culture, gender, and age, spiritual issues remain a taboo subject.

ACA, (2010)

Training in Spiritual Competence

73% of MFT students say supervision and training important

8% received it

Prest, Russell, & D'Souza (1999)

Spiritual Competence of Supervisors

33% of Supervisors met criteria for spiritual competence

Bloomquist, 2016

HOW CAN SUPERVISORS DEVELOP THEIR SPIRITUAL COMPETENCE?

Phase One: Self-Assessment

1. **Self-Reflection**: Engage in self-reflection to understand your own spiritual beliefs, values, and practices.
    1. Tools: Journaling, meditation, self-assessment questionnaires
    2. Goal: To become aware of your own spiritual biases and strengths
2. **Ethical Guidelines**: Review the ethical guidelines related to spirituality in your profession.
    1. Tools: Professional ethical guidelines, literature review
    2. Goal: To understand the ethical boundaries of incorporating spirituality into supervision

Phase Two: Knowledge Acquisition

3. **Cultural Competence**: Educate yourself about various spiritual and religious beliefs, especially those prevalent in the community you serve.

   3. Tools: Books, seminars, cultural immersion

   4. Goal: To be sensitive to the diverse spiritual beliefs of supervisees

4. **Theoretical Understanding**: Familiarize yourself with theories and models that integrate spirituality into counseling and supervision.

   3. Tools: Academic journals, workshops, online courses

   4. Goal: To have a theoretical foundation for spiritual competence

Phase Three: Skill Development

5. **Communication Skills**: Develop skills to discuss spirituality openly and respectfully.

    5. Tools: Role-playing, peer feedback, communication workshops

    6. Goal: To facilitate meaningful spiritual discussions with supervisees

6. **Assessment Skills**: Learn how to assess the spiritual needs and competencies of supervisees.

    5. Tools: Assessment tools, observation, feedback

    6. Goal: To tailor supervision to the spiritual needs of each supervisee

Phase Four: Implementation

7. **Incorporate into Supervision**: Begin to incorporate spiritual discussions and goals into regular supervision sessions.

    7. Tools: Structured agendas, reflective questions

    8. Goal: To make spirituality an integral part of supervision

8. **Feedback Loop**: Create a mechanism for ongoing feedback from supervisees regarding the spiritual component of supervision.

    7. Tools: Anonymous surveys, open discussions

    8. Goal: To continually refine your approach based on supervisee feedback

Phase Five: Ongoing Development

9. **Continued Education**: Stay updated with the latest research and guidelines on spirituality in counseling and supervision.

   9. Tools: Conferences, journals, webinars

   10. Goal: To maintain a high level of spiritual competence

10. **Self-Care and Resilience**: Engage in spiritual practices that enhance your own well-being and resilience.

   9. Tools: Meditation, retreats, spiritual counseling

   10. Goal: To sustain your ability to provide spiritually competent supervision

Evaluation Metrics

- Supervisee feedback

- Self-assessment scores

- Peer reviews (Supervision of Supervision)

- Case outcomes

INTEGRATING SPIRITUALITY IN SUPERVISION

Supervisor Approach to Training

Should supervisors wait for supervisees to introduce the issue of religion/spirituality, or intentionally integrate the concept into their training?

Spiritual Goals of Supervisor/Supervisee Interaction

- Promote self-reflection to understand supervisee's spiritual beliefs and how they interact with clinical practice.

- Explore a psychospiritual framework for clinical practice

- Understand core aspects of a spiritual worldview

- Developing an ethical/moral framework for clinical practice

- Increase awareness of the cultural background of spiritual beliefs.

- Developing spiritual goals and interventions aligned with the client's spiritual beliefs and practices.

- Foster openness to learning and adapting one's spiritual and clinical practices

Spirituality Triad in Supervision

We propose, therefore that all parties to the supervisory process bring to it a number of cross-culturally relevant features that influence the process. For example, supervisor and supervisee perceptions and conceptualizations regarding a client and his or her concerns are influenced by the client's cultural characteristics and the supervisor's and supervisee's own cultural frames of reference; these perceptions and conceptualizations may come in conflict with each other as a function of worldview differences between supervisor and supervisee. We believe it is impossible to accurately construe the supervisory process without alluding either to the client/counselor-supervisor triad or to the influence of their worldview perspectives.

Brown & Landrum-Brown, (1995)

Worldview forms the Basis for Client Expectations

Reflecting on Your Worldview

What values or principles do you hold most dear, and how have they shaped your life choices?

Can you recall a specific moment or experience that significantly influenced your beliefs and perspectives?

How do you perceive the role of empathy in understanding and connecting with others who have different worldviews?

Are there any books, films, or artworks that have had a profound impact on your worldview? What about them resonated with you?

How has your cultural background or upbringing influenced your perception of the world and the people in it?

Can you describe a time when you had to challenge your own beliefs or rethink a long-held assumption? What did you learn from that experience?

Do you think your worldview has evolved over time? If so, in what ways and why?

How do you approach and engage in conversations with people who have fundamentally different worldviews than yours?

Are there any global issues or challenges that you are particularly passionate about? How does your worldview inform your stance on these issues?

In an ideal world, what kind of impact would you like your worldview to have on the people and communities around you?

What Is Developmental
Politics?

Platform of Policy
Recommendations

Blog &
Magazine

Articles
& Videos

Online
Exercises

Get
Involved

Worldview Questionnaire

What is Your Worldview?

Take this 7 minute test and find out which "values frame" describes you best

By answering these 17 questions, you may learn more about your own worldview, as well as about the worldviews of others. Your answers will indicate which of the four major cultural worldviews (defined below) describes you best, as well as the worldview to which you are most opposed.

To complete your *Worldview Questionnaire* and receive your confidential results, you must agree to join The Developmental Politics email list. Later, when you receive a broadcast email to our general list, you may securely unsubscribe if you do not wish to receive emails in the future.

Take the Test

About the Worldview Questionnaire

We offer this Worldview Questionnaire as an entertaining form of education about America's competing worldviews. Of course, such a simple test, aiming to assess something as complex as one's worldview, is limited in its accuracy and refinement. Yet the worldview test is based in empirical, peer-reviewed research, and its results can offer insight into one's foundational frameworks of meaning-making. Because the test provides a playful opportunity to explore one's views and values, it's increasingly being used as an educational instrument in a variety of contexts. Annick de Witt, the test's author, offers learning tools and leadership programs on her website: Worldview Journeys. These programs are designed to support reflection, interaction, and transformation, for both individuals and groups.

Attention to client's inner spiritual experience deepens the therapeutic relationship

Common factors literature identifies the establishment of the "real" relationship as one of the keys to effective therapy (Wampold, 2015)

SPIRITUAL ISSUES IN SUPERVISION

Spiritual Issues to be Addressed in Supervision

- Definition used by Client, Supervisor, Supervisee
- Spiritual Assessment Tools
- Framework for Spiritual Case Conceptualization
- The Association between Spirituality and Mental Health
- Developing Supervisee Self Awareness

Suggested Topics to Guide Supervisory Discussion

- How Supervisor/Supervisee make meaning of life's experiences
- Personal values
- Explore attitudes about death, dying, the fragility of life
- View of self and others
- Views on suffering
- Relationship to the transcendent

Cornett (1992)

1.What does spirituality mean to you, and how does it differ from religion, if at all?

2.How do you see the role of spirituality in your clinical practice?

3.What spiritual beliefs or practices have influenced your approach to counseling?

4.How do you integrate your spiritual beliefs with evidence-based practices in counseling?

INTRODUCTORY QUESTIONS

Spiritual Assessment

1. How do you assess the spiritual needs of your clients?

2. Have you ever incorporated spiritual interventions in your counseling sessions? What was the outcome?

3. How do you approach clients who have spiritual beliefs that are significantly different from yours?

Supervision Supervisee Worldview and Case Conceptualization

It is critical for supervisee to understand the link between supervisee worldview and their conceptualization of client needs (ACA, 2010)
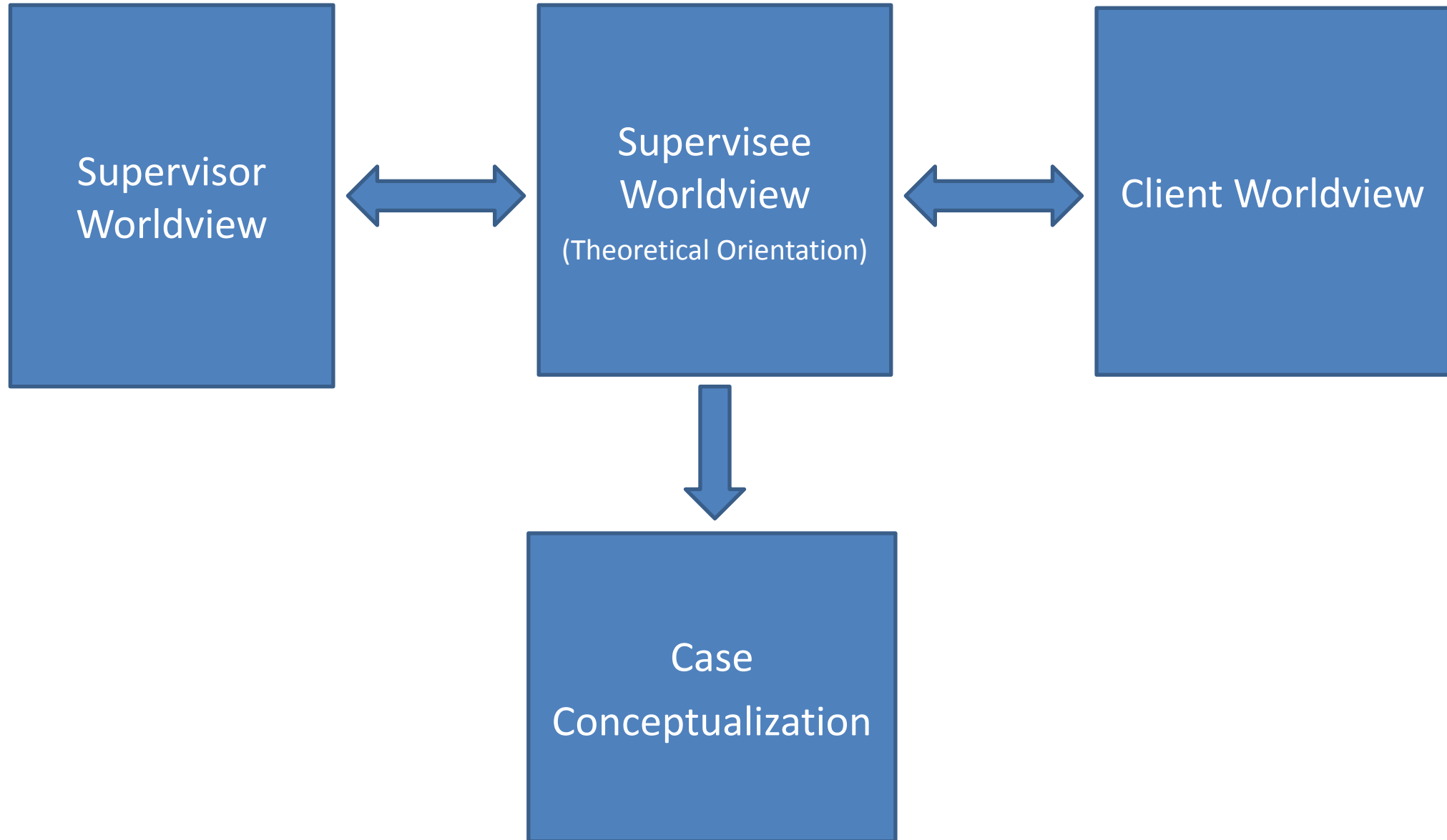
Developing the Person of the Therapist in Supervision

- Overcoming Prejudice
- Develop Professional Competence
- Learn Assessment Techniques
- Develop Professional Relationships
- Explore Personal Spirituality

Miller (1999)

Importance of the Self in Counseling

The self of the psychotherapist/counselor is one of the most important factors in successful psychotherapy across all modalities

Self Awareness and Personal Beliefs

1. How have your spiritual beliefs evolved over time?

2. Are there any spiritual or religious beliefs that you feel could either aid or hinder your effectiveness as a counselor?

3. How do you handle spiritual or religious differences between yourself and your clients?

Developmental Model for Exploration of Spirituality in Supervision

Universal Faith

Conjunctive Faith

Individuative-Reflective Faith

Synthetic Conventional Faith

Mythic-Literal Faith

Intuitive-Projective Faith
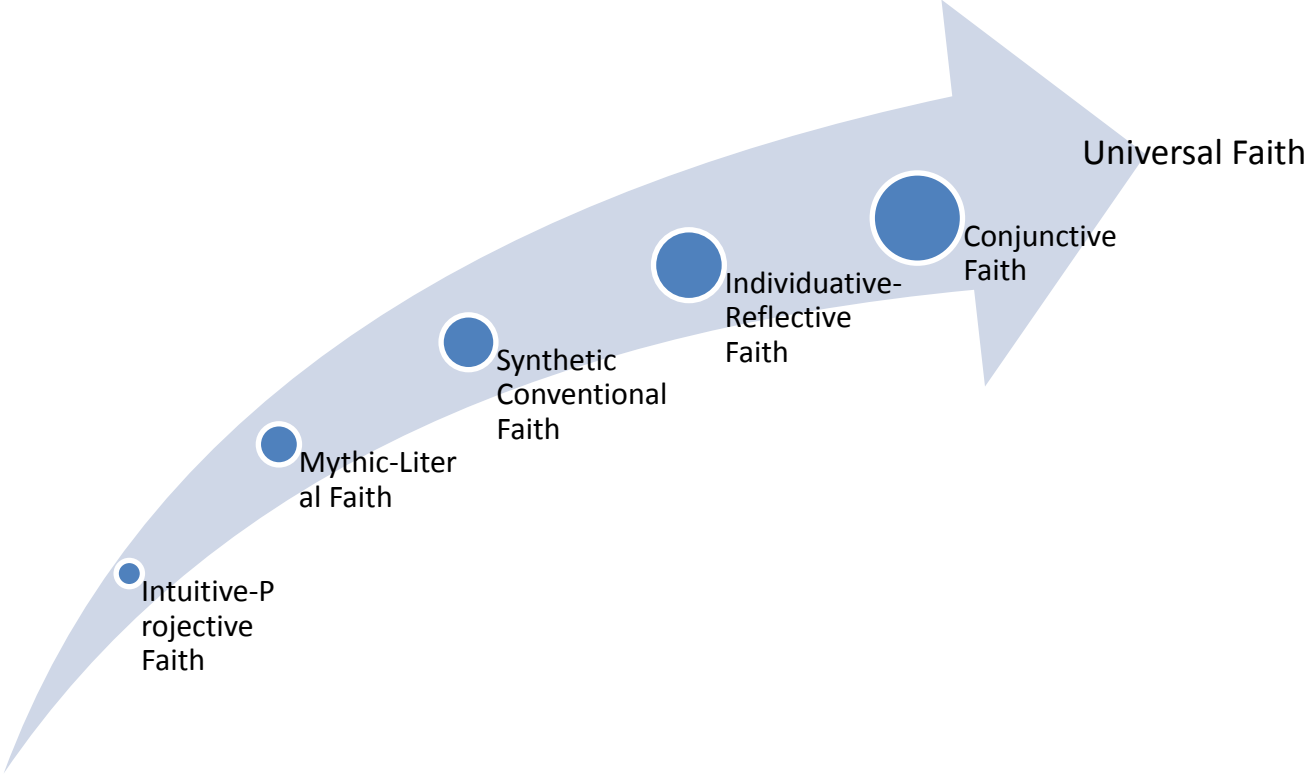
Fowler (1981)

Ethical/Moral Questions and Clinical Practice

1. How do your spiritual beliefs align with the ethical guidelines of your profession?

2. Have you ever faced an ethical dilemma that challenged your spiritual beliefs? How did you handle it?

3. How do you maintain boundaries when discussing spirituality with clients?

> **The acid test of how effective supervision is simple:**
>
> *What are you (the supervisee) doing differently now that you were not doing before supervision?*
>
> <div align="right">(Carroll, 2010, p. 1)</div>

This is stated in terms of supervision. But it applies as well to the broader domain of counselor training

Note, though, that what the supervisee is doing differently can be assessed from:

- A competence perspective; or

- An impact-on-clients perspective

A simple way to think of expertise development

Weigh pig

Feed pig

Weigh pig

Determine baseline functioning & training goals

Obtain systematic, ongoing, formal feedback

Reflect on feedback

Engage in practice to improve skills
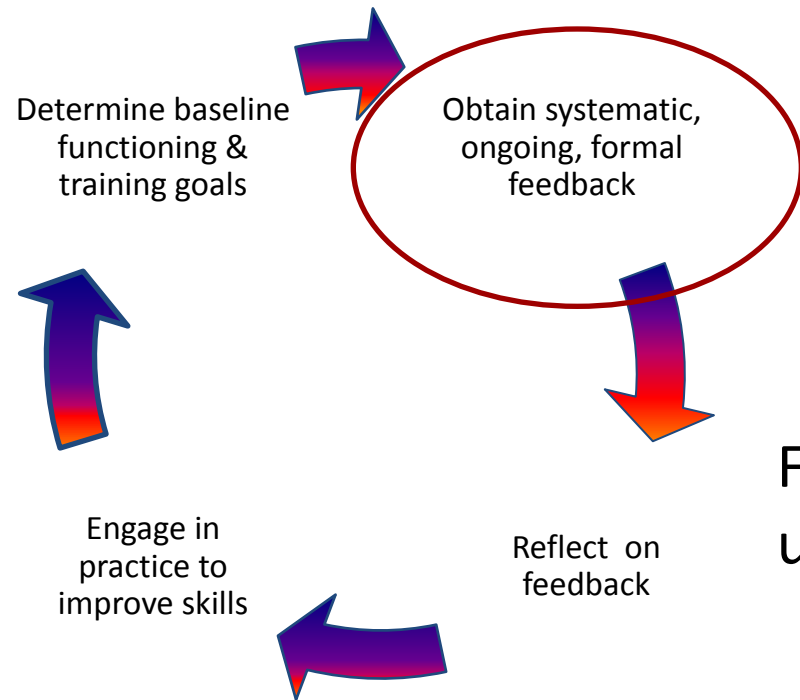
Developing Supervisee Spiritual Competence

SUPERVISOR FEEDBACK

Feedback Has two Essential Components

1. Evaluative information about discrepancies between that person's performance and the expected standards
For the supervisee, it answers the "<u>how</u> am I going question"

2. Information about what to do and how
For the supervisee, it answers the "<u>where</u> am I going question"

Feedback effectiveness will depend on the supervisee understanding what the desired performance is.

One implication for training programs: to teach the desired models – or, better, <u>one</u> model – well so that the supervisee has internalized the standards

Determine baseline functioning & training goals

Obtain systematic, ongoing, formal feedback

Engage in practice to improve skills

Reflect on feedback

Feedback can come from several sources

Determine baseline functioning & training goals

Obtain systematic, ongoing, formal feedback

Reflect on feedback

Engage in practice to improve skills
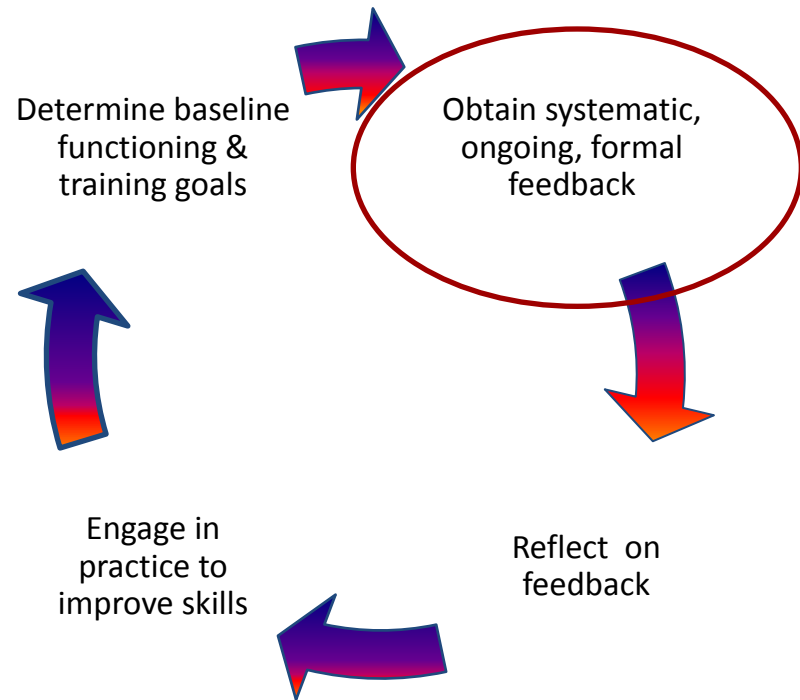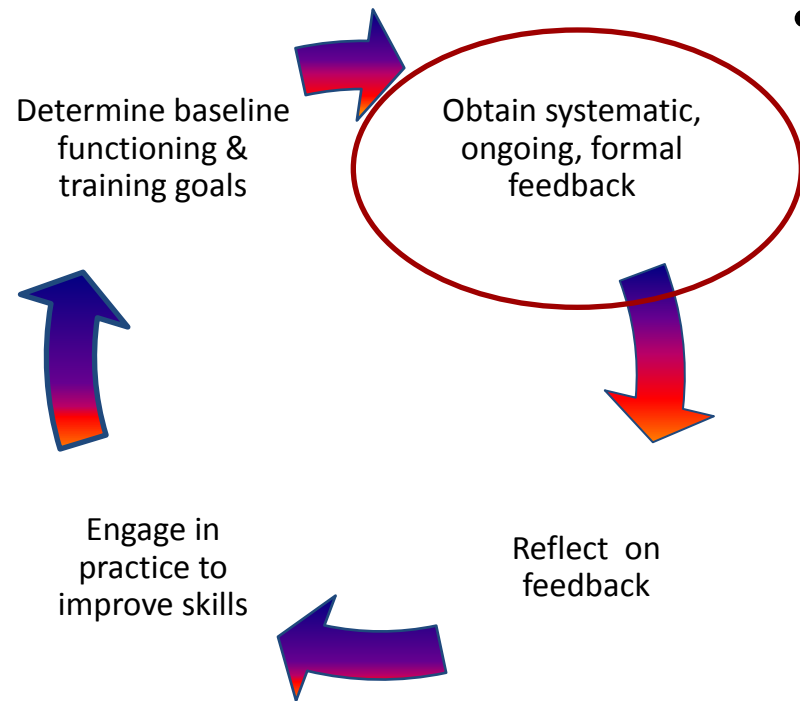
- Supervisor feedback

- Feedback from other supervisees (as in group supervision)

- Client feedback

  - during verbal interactions with clients: "How was today's session?"

  - with formal progress monitoring measures (client feedback has been shown effective in supervision: e.g., Reese et al., 2009)

Meta-analytic reviews have shown robust effects for feedback

- For psychotherapy training, Hill and Lent (2006) found an effect size (Cohen's *d*) of .89 for feedback (versus no feedback)

- In their In their meta-analysis of 607 studies for feedback across many domains, Kluger and Denisi (1996) found *d* = .41

- The ability to deliver effective formative and summative feedback is a core supervision skill (ACES, 2011; APA, 2015; Blocher, 1983; Falender et al ., 2004)

- Supervisees expect feedback and identify the failure to provide it effectively as a key source of dissatisfaction (Ladany et al., 1999)

Determine baseline functioning & training goals

Obtain systematic, ongoing, formal feedback

Reflect on feedback

Engage in practice to improve skills

Supervisor behavior that attenuates feedback effects

Determine baseline functioning & training goals

Obtain systematic, ongoing, formal feedback

Engage in practice to improve skills

Reflect on feedback

Supervisors give feedback relatively infrequently

- Friedlander, Siegel and Brenock (1989) were able to code only 14 supervisor behaviors as feedback across 9 supervision sessions

- Milne and Westerman (2001): feedback comprised only 3% of supervisor interventions
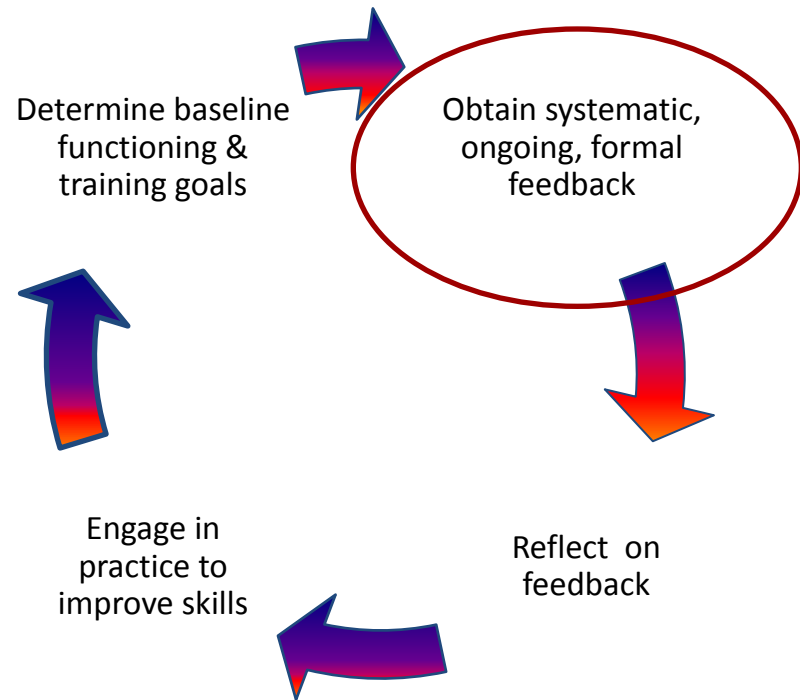
Feedback quality declines when:

- Supervisors have to give difficult feedback (Hoffman, Hill, Holmes & Freitas, 2005)

- in cross racial supervisory dyads (Burkard, Knox, Clarke, Phelps, & Inman, 2012)

How supervisees use feedback is moderated by critical reflection – the capacity for which is related to supervisees' development

Determine baseline functioning & training goals

Obtain systematic, ongoing, formal feedback

Engage in practice to improve skills

Reflect on feedback

Direct Instruction

Supervisor provides information about expected behavior

Supervisee is developing domain-relevant skills

Supervisor actively provides and helps supervisee process feedback

Critical Reflection

Supervisee has internalized the criteria for expected responses

Supervisee has domain-relevant skills from which to draw

Supervisee takes responsibility for obtaining and using feedback

Feedback

Beginning

Advanced

Level of supervisee development