The Association of Chicagoland Externship and Practicum Training

Presents:
Key Note Speaker: Susan Zoline, Ph.D.
Ethical Issues in Clinical Supervision:
Traditional Considerations and Contemporary Challenges

Friday May 9, 2014
8:00am – 3:00pm

Roosevelt University
425 S. Wabash Ave, Wabash Building
Chicago, IL 60605

Schedule:
8:00  Check-in/Coffee and Snacks*
8:30-9:15  ACEPT General Meeting
9:15-9:30  Break*
9:30-11:00  Key Note Session
11:00-11:15  Break*
11:15-12:45  Key Note Session
12:45-2:00  Box Lunch in the Cafeteria*/Poster Session
2:00-3:00  Break Out Sessions (Five concurrent sessions will be offered)
*Beverages/snacks/lunch will be provided

To register, go to:
https://docs.google.com/forms/d/18nz9iU5EEIblxwiHwjp0JinlVEJo9MyNPxuEWSJtI/viewform
Key Note Speaker

Educational Objectives of Key Note Lecture:
1. Enhance the knowledge and skills of participants in recognizing and responding constructively to ethical issues which arise in supervision with consideration for the welfare of the student, clients, other affected individuals and the integrity/reputation of the setting
2. Assist participants to feel more equipped to create open dialogue, to provide constructive feedback and when necessary, to take remedial or disciplinary action, in response to trainee concerns
3. To provide participants with an overview of recent developments in the literature regarding clinical supervision and ethics as well as resources for future professional development in this area

Program Description:
The purpose of this seminar will be to provide a framework for addressing common and emerging ethical challenges in the supervision of clinical psychology and counselor education graduate students. Topics to be covered include the supervisor's authority and judgment with regard to evaluation of competency and gate keeping concerns, the negotiation of boundary, professional comportment and confidentiality issues within supervisory relationships, the provision of constructive feedback as an ongoing process and the means by which productive dialogues can occur when problem situations arise. The seminar will also address specific areas of ethical conflict: the impact of technology on the training experience, ethical issues when providing different modalities of supervision, the trainee as “wounded healer” and the role of personal values in trainee clinical work. This seminar will be geared towards mental health professionals with prior experience serving in the role of clinical supervisor. Didactic presentation, case review and group discussion will be utilized.

Presenter:
Susan Zoline, Ph.D. is a Licensed Clinical Psychologist who has been practicing, teaching and consulting in the Chicago area for over thirty years. Dr. Zoline is Associate Professor of Psychology at the Illinois School of Professional Psychology at Argosy University, Chicago, where she has been teaching clinical masters and doctoral students since 1988. Dr. Zoline’s areas of professional expertise include professional ethics, suicide, violence and abuse assessment and intervention, clinical supervision and risk management. Dr. Zoline is a longstanding member of the Illinois Psychological Association Ethics Committee which she currently Co-Chairs. She has worked clinically in a broad variety of settings and regularly consults and provides workshops to mental health and other professionals on topics related to professional ethics.

Program Description of Break Out Session #1:
Notes From the Field: Tips and Tricks for Supervising Students
Let's face it, supervising students can be tricky. It seems simple. You interview some students, you pick the best one, and then you teach and mold them into someone you feel is ready to enter the field. But truthfully there are real challenges associated with this formula that can impact the student, the supervisor, your agency, and the relationships you have in the community at large. In this presentation participants will hear immediately applicable tips and tricks I've learned over the years, addressing the various stages of the student internship process including evaluating and selecting students, formulating an Internship Manual, creating and utilizing a conduct agreement, approaches to teaching/learning, providing feedback, and what to do if things go wrong (and the internship needs to be terminated).
After the presenter has shared her tips and tricks, participants will then be asked to share their own tips/tricks they've accumulated over the years in a small group format, as the best learning comes from those with shared experiences.

**Educational Objectives of Break Out Session #1:**
1. Based on this program, participants will be able to have a better understanding of how to objectively read student resumes and evaluate goodness of fit for their agency/organization. They will learn about questions the presenter finds useful in the interview process to find the most qualified and appropriate student(s).
2. Based on this program, participants will gain presenters perspective on the importance of creating and implementing a workable Internship Manual for their agency/organization. They will also learn the importance of and how to create a conduct agreement to be read and signed by students and how it safeguards your agency and your internship program.
3. Based on this program, participants will learn new innovative ideas on how to approach and structure learning opportunities for students. The presenter's "well-rounded" approach to learning about the entire agency and its people and practices will be discussed, such as students interacting with aspects of grant writing, fundraising efforts, volunteers, and other non-direct service roles and procedures within the agency.
4. Based on this program, participants will learn how to address serious or on-going issues within a student's placement and when/how to involve a student's school in their learning, assigned work, and/or disciplinary measures. Participants will hear the presenter's real life experience of terminating a student's placement within her agency due to issues of confidentiality and ethics.

**Presenter:**
Bonnie Fries, MSW, LCSW
License # 149-010796
Children's Advocacy Center of North & Northwest Cook County

**Program Description of Break Out Session #2**

**Ethical Considerations in the Trainee Selection Process**
This interactive session will address ethical/legal considerations in the trainee selection process. Topics to be addressed include whether to Google a practicum applicant, the acceptability of seeking feedback regarding a prospective trainee outside of references provided, writing constructive and truthful letters of reference, acceptable boundaries related to interview questions, accurate disclosure of practicum expectations and confidentiality concerns related to work sample submissions. These topics will be addressed from the perspectives of both the trainee and site supervisor. Group dialogue will be encouraged as these issues are addressed within the framework of ethical/legal supervisory responsibilities.

**Educational Objectives of Break Out Session #2:**
1. Based on this program, participants will be able to identify common ethical considerations in the trainee selection process
2. Based on this program, participants will be able to recognize trainee selection procedures which are ethically questionable
3. Based on this program, participants will be able to summarize optimal trainee selection procedures which safeguard the rights of both trainees and site supervisors
Presenters:
Susan Zoline, Ph.D.
Associate Professor of Psychology
Illinois School of Professional Psychology at Argosy University, Chicago,
License # 071-003109

Shikha Gupta, PsyD
Postdoctoral Fellow
Psychological Services Center
Illinois School of Professional Psychology at Argosy University, Chicago

Program Description of Break Out Session #3
Social Justice and Clinical Supervision
Mental health professionals help individuals and communities to create positive change. We walk the line between helping others to manage, navigate and adjust to systemic influences, while also advocating for changes within a system to create more socially just and equitable environments. It is important that this professional values system not only be discussed theoretically and academically, but put into action. Clinical supervision from a Social Justice perspective can have a significant impact on the value system and the clinical practice of future mental health professionals. Participants in this workshop will briefly assess their own concept of Social Justice as it relates to clinical practice and supervision. A review of literature on the intersection of Social Justice and clinical supervision will be used to help develop strategies for promoting a Social Justice perspective with supervisees and professionals will have the opportunity to discuss these strategies with one another.

Educational Objectives of Break Out Session #3:
1. Based on this program, participants will be able to create a definition of Social Justice that is relevant to one’s own professional practice
2. Based on this program, participants will be able to apply the definition of Social Justice to one’s practice of clinical supervision
3. Based on this program, participants will be able to develop strategies for promoting Social Justice advocacy with clinical supervisees
4. Based on this program, participants will be able to discuss the relevance of a Social Justice supervisory perspective with other clinical supervisors

Presenter:
Rufus Gonzales, Ph.D.
Coordinator of Clinical Training, Counseling Psychology
Loyola University, Chicago
License # 071007450

Program Description of Break Out Session #4
Innovation in Teaching Supervision: Use of a Supervision Lab
Clinical supervision requires skills unique from clinical competencies. Recent research has focused significantly on the process and outcomes of clinical supervision. Students typically do not have the
opportunity to practice providing supervision until they reach internship. While useful, demonstrations and case examples do not engage students in practicing skills and in managing real world supervision challenges, such as interpersonal conflict or multicultural issues. This presentation describes integration of an eight-week supervision lab experience into a required supervision course, and how a lab can be integrated successfully with other teaching methods to enhance student learning about effective supervision practice.

**Educational Objectives of Break Out Session #4:**
1. Based on this program, participants will be able to identify the beneficial outcomes of the use of a supervision lab in graduate student training.
2. Based on this program, participants will be able to describe the potential challenges, including ethical and interpersonal issues that arise, in implementing a supervision lab into a supervision course.
3. Based on this program, participants will be able to effectively structure a supervision lab experience.

**Presenters:**
Marla Vannucci, Ph.D.
Associate Professor, Clinical Psy.D program
Adler School of Professional Psychology
License # 071006033

Neal Paul, M.A.
Doctoral student in clinical psychology
Adler School of Professional Psychology

**Program Description of Break Out Session #5**

*Need TYLENOL? Ethics, law, risk management, internship crisis and recommendation letters for externs and interns*

This workshop is an opening dialogue designed to present the salient factors which combine to result in possible conflicts of interest for academic Directors of Training and headaches for training site Directors of Training. Academic Directors of Training have multiple constituents requiring attention, i.e. their own profession and its Code of Ethics, their students, the CoA’s requirements, the law, particularly as it relates to FERPA, their University’s risk management responsibilities, and the professions’ current issues with internship and externship placement and matching. Academic Directors of Training are responsible for their students’ advancement in their Programs with regard to graduate training. A main feature of this responsibility is verification of readiness and recommendations for training at both the practicum and internship levels, plus other letters of recommendations pertaining to student training at these levels. Directors of Training and Site Directors have ethical responsibilities as gatekeepers to the profession when stating their opinions of student competency. Letters of recommendation should be based in first-hand knowledge, honesty, and done in a balanced way. There are multiple pressures for student placement from the academic institution, from students, from the Commission on Accreditation, and from the lack of adequate numbers of training sites compared to applicants for internship and externship. In many geographic locations there is competition for practicum training as well. Regularly we hear of students who match with internships and placed on externship who initially seem to meet all requirements and have excellent recommendations then have significant deficits in the
requisite competencies to perform well at these levels. Addressing these constituencies in the process is the workshop focus.

**Educational Objectives of Break Out Session #5:**
1. Based on this program, participants will identify at least two conflicts of interest which place Site Directors and Directors of Training in difficult positions.
2. Based on this program, participants will identify at least two ethical dilemmas that arise as a result of administrative pressures.
3. Based on this program, participants will be able to identify at least three methods of reducing their risk of litigation and being targets of successful litigation from students, and not getting fired.

**Presenters:**
Gregory Sarlo, Psy.D.
Clinical Director of Psychological Consultations
Training Director of Illinois Psychological Association Pre-Doctoral Internship Consortium
License #: 071006228

**Fees and Registration**

**Conference Fees:**
$25 for ACEPT members, $40 for non-members, $10 for students, no fee for presenters

**Conference Registration:**
To register, go to:
[https://docs.google.com/forms/d/18nz9iU5EEIblxwiHwp0JinlvYEJo9MyNPUxEWS4JtI/viewform](https://docs.google.com/forms/d/18nz9iU5EEIblxwiHwp0JinlvYEJo9MyNPUxEWS4JtI/viewform)

**Continuing Education:**
CE Credits will be provided for Psychologists and master’s level therapists, however LMFT CEs will NOT be provided.

**Payment Information:**
Checks should be made out to ACEPT and sent no later than April 25, 2014, to:

**Peter Battista, PsyD, ABPP, ACEPT Treasurer**
Associate Director of Training
The Adler School of Professional Psychology
17 N Dearborn Street, Office 15-231
Chicago, IL 60613

You may additionally opt to pay by credit card through the Paypal. ACEPT will send you an invoice via email if you choose this method of payment. When you complete the registration above, please let us know if this is your selected method.

**Refund Policy**
75% of tuition is refundable up to 7 days before the program. Within 7 days of program, tuition is nonrefundable.