



# Preparing Counselors in Training to Work within Interdisciplinary Settings:

## What are Supervisee's Needs from Supervision

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### Abstract

Several studies have been conducted looking into the subject of clinical supervision as a possible leverage to support counselors in acquiring interprofessional competencies to learn with and from other disciplines (Aurthur & Russell-Mayhew, 2010; Bailey, 2004; Davys & Beddoe, 2009). However, none of them have explained how clinical supervision within the same discipline supports counselor trainees working in integrated behavioral health care (IBH) settings. The purpose of this study was to explore perceived supervision needs of counselors in training (CITs) working in interprofessional settings to contribute to a gap in the literature. More specifically, this study aimed to address the following research question: what are the perceived needs of CITs from supervision to prepare them for working in interprofessional settings?

### Method: Concept Mapping

#### Step 1: Preparing for Concept Mapping

- Developed a prompt to elicit concrete information from participants during Step 2
- Participants were asked to identify specific things they needed to discuss in supervision about their work on interprofessional teams

#### Step 2: Generating Statements (Oct.-Nov. 2020)

- Emailed participants with the prompt and instructions to generate statements
- Combined, edited, and synthesized the generated statements to form a final list

#### Step 3: Structuring Statements (Nov. 2020)

- Emailed list of statements to participants for sorting and labeling task

#### Step 4: Analysis of Concept Mapping (Dec. 2020)

- Analyzed data from sorting task to produce a point map and dendrogram
- Developed a preliminary cluster list from these materials

#### Step 5: Interpreting the Maps (TBD)

- Will conduct a focus group with participants to discuss preliminary cluster list and interpretations

#### Step 6: Utilization

### Key Preliminary Clusters

#### How to Work Effectively within an Interdisciplinary Team

- Having a sense of value, belonging, and mutual respect
- Learning professional roles of others on the team
- Strategies for effectively and efficiently sharing information

#### Gaining Confidence to Work in a Medical Setting

- Increasing comfort and confidence working in medical setting

#### Increasing Medical Knowledge and Terminologies

- Learning about medical terminology, medications, social determinants of health, and medical diagnoses

#### Advocating for Patients' Mental Health Needs in IBH

- Strategies for addressing mistreatment of patients and interruptions during counseling sessions
- Guidance for how to best advocate for patients

#### Conceptualization of Patients & Relevant Interventions

- Discussions on trauma-informed care, providing short-term counseling, and community resources

#### Logistical & Administrative Tasks

- Strategies for writing treatment plans and clinical progress notes

### Participants

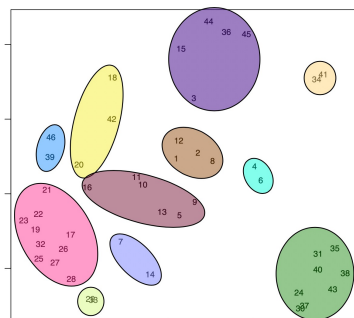
#### Study Inclusion Criteria

- 2-5 semesters of clinical supervision
- 2-5 semesters of interprofessional work experience
- Provided services in IBH settings

#### Participants

- 5 CITs participated in Step 2
- 8 CITs participated in Step 3
- Recruited from several Coastal Virginia Universities with graduate-level counseling programs and IBH facilities

Fig. 1 Point Map with Preliminary Clusters



### Potential Implications for Supervision

Clinical supervisors of CITs working in interprofessional settings can support their supervisees by attending to aspects of clinical work that is unique to integrated care settings. Clinical supervisors can address needs such as effective interdisciplinary teamworking, increasing medical terminology, advocating for patient mental health, and increasing supervisee confidence by facilitating discussions, providing specific strategies, and giving feedback to supervisees. By attending to these perceived needs, supervisors can assist CITs in meeting the challenges that are presented to them in interprofessional settings.

### References

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