Using Technology

to Enhance Clinical Supervision
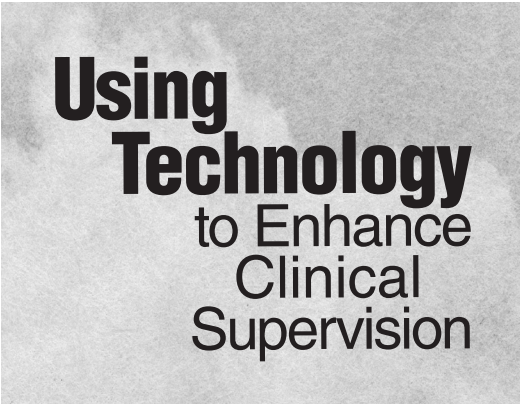
edited by
Tony Rousmaniere and **Edina Renfro-Michel**

AMERICAN COUNSELING
ASSOCIATION

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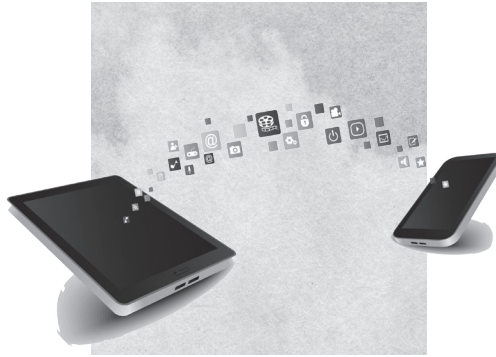
We dedicate this book to our children, who amaze us every day with their sunshine and talents, and our spouses, who have supported us unconditionally.

To Faith and Ian, and Mike—Edina Renfro-Michel
To Evelyn and Laura—Tony Rousmaniere

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Foreword: Why This Book Matters

The explosion of technology across the past generation can be likened to a cataclysmic Big Bang event, relentlessly evolving in the most unthinkable of ways and staggeringly transformative in the totality of its impact. Consider but one example of technological change: When Bill Clinton began his first term as president of the United States on January 20, 1993, there were only about 50 websites (Clinton, 2007). Flash-forward about 22 years: In September 2014, the number of websites numbered in excess of a billion (Internet Live Stats, n.d.). What was once thought of as a "strange new world" (see Elmer-Dewitt, 1994) has now become as commonplace as the air we breathe. Along with the Internet, other recent computer-based or computer-mediated technological developments— such as Cloud computing and Web-based videoconferencing—also reflect that unfettered explosion of advances. As these advances have come to increasingly affect our world, they have accordingly come to increasingly affect counseling training and supervision. This book considers how that is so.

What you will find in these pages is a treasure trove of valuable information about why technology matters and how to make technology work in training/ supervision situations. Because technology changes at the speed of light, it can be dizzying and daunting to keep up, understand what is new, and know how to make use of that which is new and ever changing. In helping you navigate through the often bewildering array of technological possibilities, this book is current, comprehensive, and eminently accessible: It is technological lightning captured in a counselor training/supervision bottle.

This edited book presents you with 16 expertly crafted chapters that address the foundations and myriad applications of technology in counselor training and supervision. A wonderful mixture of explanation and practical information abounds, the explanatory material is both highly readable and reader friendly, and the case examples and vignettes nicely and clearly communicate how each

form of technology in question can be made into meaningful training/supervision reality. The field has lacked for a substantive reference book that addresses the interface of technology and counseling training/supervision. I am happy to say that this is no longer the case. I commend editors Tony Rousmaniere and Edina Renfro-Michel on a job extraordinarily well done and most highly and enthusiastically recommend their superb book to you. *Using Technology to Enhance Clinical Supervision* is a truly unique, supremely significant, landmark publication in the annals of counselor education. As you read this volume, I think you will readily see that to be the case abundantly.

—*C. Edward Watkins Jr.*
University of North Texas

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Preface

The inspiration for this volume came from a breakfast with noted supervision scholar Ed Watkins at the Eighth Annual International Interdisciplinary Conference on Clinical Supervision in Garden City, New York. As we discussed the program for the conference that year, we noted the prominence of presentations on the use of technology for supervision. In addition to multiple presentations on supervision technology, the conference's opening plenary described the experiences of an American supervisor who used videoconferencing to provide supervision for addictions counselors across the United States, Europe, and Asia (Powell & Migdole, 2012).

The plenary was quite eye catching and clearly sparked the audience's curiosity about the potential for technology to radically expand the reach of supervision. For the final part of the plenary, the speakers started a videoconference supervision session in real time, on a projector screen in front of the audience, to demonstrate how their model worked. However, technical problems arose, and the videoconference could not connect. In retrospect, this plenary perfectly captured the current state of our field: On the one hand, technology offers the potential to greatly expand the scope of supervision; on the other hand, this movement is still in its infancy, largely untested and still subject to, in the language of software engineers, bugs.

Over breakfast, we discussed how the adoption of technology for supervision is rapidly increasing. We realized that there is a growing need for a unified, central resource for supervisors to learn about the state of the art in supervision technology research and practice. This book is a result of that discussion.

Our goal for this volume is to provide a thorough knowledge base regarding supervision technology, so you can purposefully decide if and how you would like to integrate technology into your supervision. We have aimed to make this book accessible and helpful to everyone, including those who are new to technology. We hope that even technological neophytes will find the information in this book useful. Our intent is to provide you with tools to create stronger supervision relationships, increase clinical effectiveness, and enhance the quality of care provided to clients.

This book features 16 chapters by more than 30 authors. The authors were chosen based on three criteria. First, they are expert clinical supervisors who have published in their respective fields. Second, they have years of experience experimenting with technology, so they are knowledgeable about both the promises and challenges of integrating technology into clinical supervision. Third, their work represents the diverse range of ways in which technology is currently being used in clinical supervision. Regardless of your particular type of practice or approach to supervision, there are chapters in this book that will enhance your practice.

The field of supervision technology is still quite nascent, and many important areas are experiencing rapid change (e.g., videoconference technology, state regulations). Thus, some models for best practices are still in development, and a flexible attitude is essential. However, we think that supervisors are uniquely suited to deal with this level of complexity because they encounter the same complex variance in their trainees and trainees' clinical cases. We encourage supervisors to apply the same diagnostic and problem-solving skills that let them be flexible and adaptable in an ever-changing clinical environment to the use of technology.

Acknowledgments

This volume was a team effort and would not have been possible without the help of many colleagues. First and foremost is Ed Watkins. Ed not only helped conceive of the very idea for the book but also provided advice and guidance throughout the project, from the challenging initial stages of putting together a book proposal to writing the Foreword. Throughout this entire process, Ed was a wonderful mentor, generous with his time and advice. We are in his debt.

This volume would also not have been possible without the American Counseling Association (ACA). ACA recognized that the area of supervision technology is growing rapidly, and supervisors around the country (and the world) are in need of a cohesive and unifying guide for practice. We would like to thank ACA for seeing the need for and potential of this volume.

A host of other people were instrumental in creating this volume. Carolyn Baker, our editor at ACA, was a constant source of support and encouragement. Lauren Spinella helped with editing every chapter in this volume. Nancy Wheeler, Diane Byster, and Monica Stone all provided critical advice that improved the accuracy and accessibility of complex technical, clinical, and legal content. We would like to thank the anonymous reviewers for providing helpful feedback that improved the volume.

We would also like to thank the mentors who helped us get into the field of supervision. I (Tony Rousmaniere) thank Mary Herget and Selene Mitlyng for providing the initial inspiration to become a supervisor. Jenna Frischknecht provided invaluable mentorship and encouragement during the initial fragile years of practice immediately after graduation, including helping me obtain my first paying job as a supervisor. Michael Ellis has been a very generous and inspiring mentor who has helped me learn a scientific approach to supervision research. Allan Abbass has been a steadfast source of positive encouragement and advanced clinical training. B. J. Aldrich, my medical director at University of Alaska Fairbanks, has consistently supported my research and has been the best all-

around boss imaginable (including humoring my efforts to have my university salary paid in bitcoin!). University of Alaska Fairbanks counselors Bonnie Brody, Jolanda Cook, and Stacey Schmidt have been wonderful colleagues, working tirelessly without complaint and picking up the slack at our Center for Health and Counseling while I was busy writing. Finally, I want to thank Jon Frederickson for being a supervisor, mentor, colleague, coauthor, and, most of all, friend.

I (Edina Renfro-Michel) thank my mentors, Harriet Glosoff, Catherine Roland, Larry Burlew, and Carl Sheperis, for providing supervision, professional role models, and support while I grew into my PhD and continue to become a more effective supervisor and counselor educator. In addition, Barbara Herlihy and Ted Remley first exposed me to a high standard of legal and ethical practice in counseling, and I continue to reflect on their teachings. I also want to thank Montclair State University for the support of a graduate student, who was invaluable during the writing of this book. Thank you again, Lauren! Jane Webber and Ellery Parker, when I was enveloped in this book, took on the editorial responsibilities of the *Journal for Counselor Preparation and Supervision.* And I thank my friends Lisa Hazard and Melissa Deroche, who always have an ear for me when I need to process.

Without these colleagues, mentors, and friends, this book would not have been possible. Thank you!

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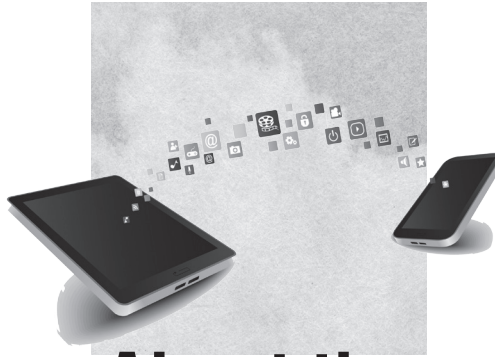
About the
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