

## The Group Supervision 360° Case Conceptualization Process: Testing the Process

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### Abstract

This article presents action research conducted on a newly proposed method for school counseling supervision, the 360° Case Conceptualization Process. Grounded in the Integrated Developmental Model for Supervision, we examine the use of this visual tool with school counselors-in-training during practicum and internship group supervision. Results from the initial round of research were positive, with discussions regarding student strengths demonstrating the most growth between group conceptualizations (83%), followed by counselor areas for improvement (80%). Student counselors-in-training reported higher levels of confidence in the supervision process. Results showed a need to increase discussions of diversity and the core conditions of counseling. We include pedagogical suggestions, student and professor feedback, and implications

for future research.

The Group Supervision 360° Case Conceptualization Process: Testing the Process Counselor supervisors are responsible for providing opportunities for school counselors-in-training to develop and refine their knowledge and skills during their practicum and internship placements based on recommendations set forth by professional governing bodies (Association for Counselor Education and Supervision (ACES), 2011; The Council for Accreditation of Counseling and Related Educational Programs (CACREP), 2016). Finding a comprehensive supervision format can be a valuable tool for supervisors as they aim to structure the group supervision experience with the most current and effective methods. Practicum and internship experiences are a critical piece to counselor development, providing opportunities for supervisees to increase

understanding of students and construct treatment plans (Bernard & Goodyear, 2013).

The importance of helping school counselors-in-training grow and develop their counseling skills within group supervision is not a new topic within the counseling field (Crutchfield & Borders, 1997; Lambie & Sias, 2009). Falender et al. (2004) designed a consensus statement identifying the importance of standards in counseling supervision for supervisors. Similarly, a framework was created for supervision competencies in order to reflect the specific knowledge, skills, and values relevant to supervising counselors (Flander et al., 2004). Under the area of knowledge, Flander et al. (2004) listed knowledge of supervisee development as one of the competencies necessary for supervision. Within the skill area, the ability to assess the learning needs and developmental level of the supervisee was an additional listed competency. In order to assist counseling supervisors with the group supervision process, the utilization of a developmental model like the Integrated Developmental Model for Supervision (IDM) (Stoltenberg, McNeil, & Delworth, 1998) provides a framework for practice.

The Integrated Developmental Model for Supervision (IDM) provides a framework for the supervisor to utilize when evaluating at the overall progress of a school counselor-in-training, and it also has foci within specific areas (Stoltenberg et al., 1998). Though the predominant discussion of this model is in connection with individual supervision, supervisors can also consider developmental levels while working in the group supervision environment. According to this model, counseling trainees progress through three developmental levels, experiencing

changes in three distinct areas within each level—self and other awareness, motivation, and dependency-autonomy (McNeill, Stoltenberg, & Romans, 1992). For example, the supervisee moves from a level of high dependence on the supervisor to more of a conditional dependence with higher levels of autonomy as they develop confidence (Stoltenberg & McNeill, 2010). Demonstrated empirical evidence for this model in many studies (Bang, 2006; Leach, Stoltenberg, McNeill, & Eichenfield, 1997; Perera-Diltz, & Yeager, 2009). A supervisor who has an awareness and understanding of developmental levels can better promote confidence amongst the group by providing the appropriate structure necessary at each specific point in supervisee development. During the practicum and internship experiences of a school counselor-in-training, providing this structure will potentially increase confidence, lower anxiety, and increase the ability for a school counselor-in-training to fully conceptualize students seeking counseling once they are in the field as a professional school counselor. This groundwork begins with group supervision during their graduate experience.

Fostering growth in a group supervision environment also involves an analysis of the feedback offered to school counselors-in-training. Supervisors are encouraged to provide feedback which should be both challenging and supportive, as appropriate to their trainees' developmental levels, experience, and student needs (ACES Standards for Counseling Supervisors 4.8, 6.1, 6.5, & 6.7, 2011; Stoltenberg & McNeill, 2010). Feedback should be accurate, well-thought-out, and relevant. Nevertheless, learning and growth are not always sequential; supervisees in a group setting may be operating at distinct levels

of development and require different types of feedback.

Focusing on creating a classroom environment where peers provide effective feedback congruent with the IDM may assist counselor educators with the group supervision process. One area, in particular, involves an issue faced by many counseling trainees in their early development—anxiety. The experience of school counselors-in-training experiencing anxiety—sometimes considerable—during practicum or the Level 1 designation by the IDM, has been a focus of supervision work with the IDM and in research due to the impact on student performance (Al-Darmaki, 2004; Fitch & Marshall, 2002; Mansor & Yusoff, 2013; Stoltenberg & McNeill, 2010). Encouraging an environment which also focuses on a growth mindset (Dweck, 2006) is one way to reduce this issue among those school counselors-in-training who are within the early developmental stages of the IDM.

The fixed versus growth mindset paradigm was developed by Dweck (2006) within the field of psychology. A fixed mindset follows the premise that intelligence is static and unchangeable (Dweck, 2006). Individuals in a fixed mindset strive to appear smart and make few mistakes; this may be observed as not taking risks, giving up easily when encountering obstacles, ignoring feedback, and feeling threatened by others' success. Conversely, a growth mindset follows the belief that intelligence can be developed (Dweck, 2006). A student demonstrating this mindset learns from and embraces challenges as opportunities, persists in the face of obstacles, incorporates feedback, and gains inspiration from others' success (Dweck, 2006).

Group supervision sessions can use growth mindsets through direct teaching and framing of the growth mindset philosophy. A supervision goal which incorporates a growth mindset philosophy may help school counselors-in-training thrive despite challenges and respond positively to setbacks (Dweck, 2015). Supervisors who embrace a developmental perspective within a growth mindset supervision environment may find supervisees will advance more quickly through the developmental levels of the IDM than in previous practicum and internship experiences.

### The Importance of Case Conceptualization

An important focus in supervision includes the use of goal setting related to case conceptualization (ACES, 2011). According to Kuyken, Padesky, and Dudley (2008), individuals can understand increasingly complex case conceptualizations as they make new connections regarding student issues. The group case conceptualization process is an integral part of school counselor training and is one of the most effective methods to understanding theoretical perspectives (Bernard & Goodyear, 2013; Needleman, 1999; Sperry, 2006). Conceptualizing students and their issues require higher levels of thinking, including application, analysis, and evaluation (Murdock, 1991; Welfare & Borders, 2010). Novice school counselors may struggle within the group supervision setting to understand the complexity of their students and how to put all of the pieces together. Group members may provide multiple perspectives during the supervision process which can contribute to a new school counselor's skill development and enhance their understanding of the student (Stoltenberg

& McNeill, 2010).

Supervisors have options when deciding upon the format for presentations of case conceptualizations within group supervision. Counselor educators and supervisors may choose different theoretical approaches to meet the needs of their school counselors-in-training. One such approach is reflective teaming. Reflective teaming is a teaching method developed by Tom Andersen for marriage and family counselors (Andersen, 1987). Reflective teaming allows the supervisee to hear the team's thoughts and reactions to the student while providing the supervisee an opportunity to present their initial conceptualization of the student. Other conceptualization processes may involve school counselors-in-training focusing on developmental levels, core beliefs, and compensatory strategies using a worksheet (Beck, 1995), and Pearson (2000) proposed a model which focuses on obvious problems and the underlying mechanisms which allow these problems to continue. Though there are a variety of strategies one can use with the case conceptualization process, there was an absence of a model with a visual aid, grounded in the IDM, and integrating a growth mindset.

Research on the case conceptualization process shows benefits to emphasizing student strengths (Passmore & Oades, 2015; Welfare, Farmer, & Lile, 2013), focusing and expanding the use of multicultural conceptualization (Lee, Sheridan, Rosen, & Jones, 2013; Schomburg & Prieto, 2011), and using a visual case processing method (Ishiyama, 1988; Shiflett & Remley, 2014). The 360° Case Conceptualization Process, developed by Rausch and Gallo (2018) uses this empirical evidence to create the

foundational goals for its use in a group supervision setting while correcting for the absence of a visual tool.

### The 360° Case Conceptualization Process

While one may locate models related to conducting group supervision, it is difficult to find a holistic framework which incorporates a growth mindset while also considering the differing IDM developmental levels related explicitly to presenting case conceptualizations. Understanding that each supervisor has a specific style for case conceptualization, the 360° Case Conceptualization Process, or the 360° Process, allows for flexibility of presentation style while incorporating a growth mindset and utilizing the IDM.

Counselor educators and supervisors aim to meet the varied needs of school counselors-in-training who have differing theoretical orientations, levels of experience, cognitive styles, and cultural identities. As Bernard and Goodyear (2013) stated, group supervision, used in the traditional sense, may lack the structure necessary to provide valuable and adequate feedback. Supervisors may struggle to identify the development levels of individual school counselors-in-training while in a group format; yet, the environment created by the supervisor lays the foundation for learning which occurs during the group supervision sessions. Providing a format for school counselors-in-training which builds on the strengths of each supervisee and teaches them to embrace feedback may contribute to higher levels of motivation. Cognitive processing and motivation affect learning (Stoltenberg & McNeill, 2010), and the opportunity to openly make mistakes, provided by the growth mindset structure, may also enhance student learning.

The 360° Process was designed to utilize the empirically supported supervision processes, encouraging a growth mindset and utilizing strengths-based counseling, while addressing developmental needs based on the levels created by the IDM (Rausch & Gallo, 2018). The tool not only creates a concrete visual aid for school counselors-in-training, which provides enough structure for those supervisees struggling with the anxiety of how to proceed with case conceptualization, but also there is flexibility which encourages autonomy and feedback. The visual aid is a circle, guiding school counselors-in-training through various areas for discussion. A portion of the circle focuses on peer feedback regarding the student and the counselor. The school counselor-in-training presenting the case then has an opportunity to reflect on the conversation and work through areas for future work as a school counselor and with the specific student [see Figure 1].

Supervisors who understand the importance of structure during various developmental levels will be more likely to recognize where and when certain levels of support are necessary. As school counselors-in-training present their case conceptualizations, the supervisor can build on the various components of the 360° Process to highlight strengths and help the student develop self-efficacy in their abilities. Encouraging a growth mindset is also essential because counseling self-efficacy is vital to the supervision process, precisely because it moderates the supervisory alliance when related to supervisee adaptive perfectionism (Ganske, Gnlika, Ashby, & Rice, 2015). A supervisor's primary goal is to help supervisees feel confident in their abilities (Bernard & Goodyear, 2013).

This confidence can then contribute to supervisees' growth and development (Stoltenberg & McNeill, 2010).

The 360° Process also addresses a need to infuse diversity discussions within group supervision sessions (Rausch & Gallo, 2018). Previous research describes how integrating intentional discussions of racial issues within supervision sessions leads to an increase in supervisee's awareness of multiculturalism (Ancis & Ladany, 2010). In a qualitative study, Neufeldt et al. (2006) found that investigating students' multicultural competence resulted in the suggestion of increased incorporation of multicultural competence training and assessment on case conceptualization. Berkel, Constantine, and Olson (2007) recommended including religion and spirituality discussions with supervisees to increase multicultural competence. The creation of this process was inspired by empirical evidence which suggests strengths-based conceptualization (Kuyken, et al., 2008), increased multicultural awareness (Constantine, 2001), and decreased anxiety regarding the process (Moskovitch, 2009) are beneficial to developmental growth for counseling supervisees. The goals for the process build upon this evidence.

The goals for the 360° Process include: (a) increasing the holistic perspective when conceptualizing counseling students; (b) increasing self-efficacy for school counselors-in-training in a group supervision setting; (c) creating an environment for reflective practice; (d) increasing the use of multicultural competencies in practice; (e) integrating multiple perspectives when considering the needs of a student coming to the office for counseling; and, (f) balancing challenge with support.

We aimed to contribute to the counseling and supervision literature through the examination of outcome data from a training site which utilized the 360° Process format with school counselors-in-training. Specifically, our goals were to evaluate the effectiveness of this new case conceptualization tool with school counselors-in-training at meeting the goals set forth by the 360° Process' creators: increasing depth of discussion, reducing fear of making mistakes, and meeting the developmental needs of supervisees, according to designation through Stoltenberg and McNeill's (2010) IDM.

### Method

We used an exploratory action research design in order to examine how school counselors-in-training construct the reality of a student in need of counseling-their perceptions, "truths," beliefs, and worldview. Additionally, we were interested in understanding whether the use of a provided conceptualization tool would reduce anxiety associated with presenting a student case in supervision and whether it would encourage risk-taking in the areas of student tape choice and discussion in class. We acquired approval through the University's Institutional Review Board (IRB) before engaging in research. School counseling internship students participated with the awareness that the only addition to their standard requirement was the use of the 360° Process rather than a separate case conceptualization method and the audio taping of two or three of the conceptualizations. The first author served as the principal investigator and had previously developed the 360° Process with the second author. First and second authors gave the third author, the participating counselor educator who was teaching the internship course, an

in-depth explanation and assessed for understanding of the process. The third author discussed the 360° Process with the internship course students using a manuscript that described the model. Also, the principal investigator provided insight into ways to increase adherence to the process via email to the counselor educator after transcribing the first audio tape.

### Participants

Participants included nine (N = 9) school and clinical mental health counseling internship students at a CACREP accredited institution in the southeast United States. Three males (n = 3) and six females (n = 6) of varying cultural backgrounds (African American, n = 1; Bi-Racial, n = 2; Hispanic, n = 1; Caucasian, n = 5) entered the informed consent process and agreed to participate in the first phase of this study. The internship class included nine students total: School Counseling Internship I (n = 2), Clinical Mental Health Counseling Internship I (n = 2), School Counseling Internship I and II combined (n = 1), and Clinical Mental Health Counseling Internship II (n = 4). Each intern engaged in an internship at a different sites from one another. All nine students were given an informed consent process by the first author after which they provided written consent; consents were kept separate from the third author.

### Assessment Tool

The data collection form used in this study included areas to denote the time period of the audio taping process, number of participants in the discussion, and the length of case conceptualization discussion, which followed the time when the trainees listened to or watched a counseling tape involving a school counselor-in-training and a student at their site. The first and second authors

reviewed the recorded group supervision sessions tallied the areas from the 360° Process (See Table 1) according to the number of times a particular topic was discussed. They also recorded the number of times that the third author engaged in conversation, used open-ended questions, or worked to create insight into the needs of a student.

### Procedures

Inclusionary criteria involved enrollment in an internship during this semester. Participants were provided informed consent by the first author only. The first author informed the students that there was no penalty for non-participation, and their choice to not participate would remain confidential. Participants were informed that they were able to drop out of the study at any time without penalty. All nine consented to participate, completed the semester, and remained in the study.

The first author advised participants that the case conceptualization process would be audio-taped a minimum of two times and a maximum of three times. The first author chose the dates for recording and emailed the counselor educator one week ahead of the recording. The first author was unaware which school counselors-in-training would be presenting. These dates were selected to obtain the first conceptualization of the semester, and the second to last conceptualization of the semester; if the audio taping did not work, there would have been one more opportunity to record and capture data. Participants were unaware when the audio taping occurred to prevent additional anxiety. The third author was aware of the audio taping process because she recorded these group supervision sessions. The students met for 3 hours every other week throughout the 16-week semester.

Once students agreed to participate, the first and second authors provided the students with a video to introduce them to the growth mindsets (i.e., Mistakes-To Get Better You Have to Get Ugly) and encouraged them to take risks in the safe environment provided through the internship experience. The first and second authors gave students a copy of the 360° Process and then taught the terminology and goals of the new process. Time was provided to ask questions, and trainees were asked to provide examples of developmental theories, supports, or other areas represented in the tool to help them gain familiarity and comfort with the process.

The counselor educator initially monitored the time during the case presentation and subsequent discussion of the case in order to keep the group on track, and she also participated in the discussion of the case. As the group progressed, the time-keeping responsibility was assigned to a student volunteer each week as the school counselors-in-training gained confidence and familiarity with the process.

### Data Analysis

The first and second authors developed a coding tool to measure the frequency each of the thirteen areas that were mentioned during the case presentation. They transcribed the recorded sessions then independently coded transcripts of the first recorded case conceptualization using codes that corresponded to the coding tool. Then they compared their coding and discussed any variation among them until they reached 100% inter-rater reliability. If there were questions, the third author was consulted to provide both clarification and triangulation of data. Lastly, they tallied the number of times that each one of the areas in the model was mentioned.

The second case conceptualization data were derived from a recording of the second to last class meeting of the semester. Again, the first and third authors transcribed then coded using the tool they had created. They reached the inter-rater agreement. After the semester ended, the authors examined the differences between the results of the data collection forms from tapes one and two. We discussed the changes in frequency counts across the thirteen areas on the instrument and also discussed implications for future work among the team.

### Results

Review and analysis of the coding process resulted in an observed growth in nine of the thirteen areas, a decrease in three areas, and a decrease in professor-led prompts. These results are in Table 1. The process area that experienced the most significant amount of growth was Client (Student) Strengths (83%). Rausch and Gallo (2018) situated the discussion of student strengths at the beginning of the process purposely to encourage a strengths-based conceptualization. Counselor Areas for Improvement was the second highest in terms of growth (80%), though the number of comments surrounding the topic of Goals/Diagnosis rated the highest of all the areas studied (30). As anticipated, the length of the conceptualization process increased by 69%, from 13 minutes during the first case of the semester to 22 minutes by the end of the semester.

Not all frequency counts in content areas of the model increased, including the use of core conditions and discussion surrounding multicultural considerations. There was a lack of attention paid to counselor core conditions. Specifically, there were no mentions of terms such as empathy,

instillation of hope, or unconditional positive regard in the final transcript. Additionally, the low mention of multicultural considerations and next directions for the counselor deserves further attention.

During the coding process, the first and second authors noticed that the school counselors-in-training increased their advocacy efforts for their students. The first conceptualization involved a school counselor-in-training responding to a question regarding the relationship between the homeroom teacher and the student. The counselor in training remarked, "From what I've heard she doesn't believe in that. She doesn't believe in consequences per se." In this instance, the counselor-in-training had received information regarding her student, though the information was through a third party, and the counselor-in-training seemed to remain distant from the issue. However, in the final conceptualization with a separate school counselor-in-training and student, the school counselor-in-training mentioned in various ways that she impacted her student. For example, she said, "I haven't really observed him a lot and I've asked his teacher...she said he's been doing fine...I said, 'I'm asking to help him work.'" Later, she remarked, "...the teacher is helpful now that I made that comment to her." In this latter session, the counselor-in-training advocated for herself and the student by promoting what she was doing to help the student be successful, and as a result, the teacher was more responsive to the student.

Professor-led prompting changed from the original conceptualization to the final process, indicating a scaffolding technique. In the first conceptualization, the professor used opportunities to help her school counselors-in-training think about any



relevant, existing diagnoses which a student may bring from previous treatment into the counseling office (e.g., depression, social anxiety, autism spectrum) and then goals for the student. The professor provided concrete and direct help, stating, "...if we are talking about a diagnostic problem of why she's acting at home, from that need of permissive parenting, what would you say from class...is the reason she is acting out?" In the final conceptualization for a different counselor-in-training and student, she provides less structure, leaving the counselors-in-training to more fully discuss the layers of a student's diagnosis amongst themselves, stating, "That does make me wonder about the spectrum. I mean, he seems...". The professor employed more silence in the second conceptualization.

Additionally, trainee suggestions for future intervention went from general to more specific. In the first conceptualization, the school counselors-in-training suggested playing games like, SORRY!® or playing with Play-doh® while having a conversation with the student. Later in the semester and rather than playing games with students members of the group supervision process expanded their knowledge regarding specific counseling ideas for interventions. This expanded knowledge was demonstrated in the final case conceptualization when a student mentioned, "What about...Rory's story cues? It's like a set of 5...cue cards, and they just have pictures on them, and you can make up stories about them. Create some adjectives that could probably help you go into places with him and create information for you...". Counselors-in-training increased the specificity of suggested interventions from the first to the second conceptualization.

In addition to more specific intervention suggestions, the school counselors-in-training presenting their student tapes were able to articulate their strengths as a school counselor in a more detailed manner later in the semester. At the beginning of the semester, the first recorded school counselor-in-training described her strengths as a counselor, "...building rapport. I do think I'm doing pretty well with that even with the other children I see. All of the feedback with my students." The school counselor-in-training at the end of the semester remarked,

I've increased my confidence. I'm less nervous and anxious. Especially in front of the camera. I see the need to have that. And I feel like I'm better since we've done all of this interpersonal process model, I'm really trying to be present. Like, that they're right there, and make it less about an intervention. I mean, it's good to have structure, yes, but, also using the teachable moments.

This counselor-in-training went on to describe her increased comfort with ambiguity, particularly in a group supervision environment. She stated, "It's kind of reassuring...we can all just sit here and even if everything flops, you can still use what's happening and have the conversation."

Developmentally, it appears as if the first counselor-in-training who presented in the initial case conceptualization was a Level 1 supervisee, and the second trainee presented in the final case conceptualization as Level 2. This growth is a goal for the case conceptualization process; however, examining the audio tapes of the same school counselor-in-training at the beginning and end of the semester would provide insight into the

growth for one specific school counselor-in-training.

### Limitations

While we aimed to address a gap in the literature pertaining to investigating the use of a developmental model of supervision that incorporates the growth mindset, certain limitations were evident. We examined nine Master's degree students and one professor throughout one semester. While we used only two students' specific case conceptualizations for research purposes, all nine participants used the process throughout the semester and engaged in the discussion of data points for the 360° Case Conceptualization Process. However, not all nine were recorded initially or at the end of the semester. Follow-up studies should be conducted with more participants as this study's sample size was small. Future research should also include counselors-in-training from another CACREP-accredited institutions with a different professor to compare results. The internship class which participated in the research project was taught by a professor who was new to the process design and may gain greater confidence in the use of the tool with each passing semester.

Additionally, the class was a mix of both school and clinical mental health counseling internship students; therefore, not all classmates viewing and contributing to the discussion had experience counseling children in a school setting, perhaps contributing to the low frequency of mentions of developmental factors. Creating a more homogeneous make-up of counselors-in-training, meaning either all school counselors-in-training or all clinical mental health counselors-in-training, may generate richer discussions during the case conceptualization process. In

sum, we recommend that future research involve a control group to measure the effect of one conceptualization process versus a different case conceptualization process, having the class consisting of all school counseling internship students, and transcribing tapes from all case conceptualizations throughout the semester to check for growth in all areas across all counselors-in-training. Additionally, analyses should focus on growth within one school counselor-in-training at both the beginning and end of the semester. These additions would add insight into the efficacy of the 360° Process.

### Discussion

Anecdotally, it is important to note that all nine college students in the course reported to the professor that they enjoyed using the 360° Process. They liked the collaborative nature of the 360° Process in comparison to the Structured Peer Group Supervision (Borders, 1991) employed in the previous semester. The counselors-in-training also reported feeling inspired by the challenge of integrating feedback and reflecting in the moment about themselves and the case in a more substantial way.

Teaching and reinforcing the growth mindset (Dweck, 2006) helped the students realize they learn the most from their falls. The counselors-in-training processed their feelings and insecurities about what they were about to show with greater acceptance of the value of being vulnerable in the learning process, and they often recalled the mantra (i.e., "Train Ugly") used when introduced to a growth mindset at the beginning of the semester. The trainees commented throughout the semester how refreshing it was to be encouraged to show their "tough" counseling videos, rather than videos which showed them demonstrating their skills at

their best. The reduction of anxiety and increase in confidence was apparent in other aspects as well.

One of the goals of the process based on the IDM was to decrease dependence on both the structured tool and on professor-led discussion points. Achieving this goal would reflect higher levels of autonomy which rise with confidence levels and may reflect in the amount of time students felt comfortable discussing the student. Initially, the school counselors-in-training spent 13 minutes discussing the case. In the final conceptualization, this increased to 22 minutes. The researchers recognize growth is inevitable in the practicum and internship experiences and further examination regarding expected growth versus results from this study may provide greater insight towards that end. The goals for the group supervisor are to understand developmental levels present within the student group, reduce structure, and use challenging yet supportive feedback. The transcripts revealed a decrease in the number of professor prompts, but also in the depth of the prompts themselves. Again, researching the 360° Process using a control group will provide a comparison between the use of the tool and those who used a different method for case conceptualization.

### Implications for Practice

Counselor educators may find that the use of the 360° Process allows for creativity and flexibility according to school counselor-in-training and student needs. Incorporating the growth mindset created a positive atmosphere for appropriate risk-taking. Counselors-in-training appreciated the opportunity to present counseling sessions in which they struggled and desired helpful feedback. Creating this type of environment allows counselor

educators an opportunity to work through areas which may not otherwise arise in group supervision and which could create ethical issues once these students become professionals in the field. Another area of flexibility with this process involves the IDM level of the school counselors-in-training.

For Level 1 IDM practicing school counselors-in-training, the directive nature of the process seems to reduce levels of anxiety usually present with practicum trainees (Stoltenberg & McNeill, 2010). A counselor educator may recognize areas in which school counselors-in-training struggle, making necessary adjustments to increase learning and perspective in these areas. Supervisors can tailor handouts and discussions which increase trainee use of the theories, techniques, interventions, and resources provided throughout the school counseling Master's program to each developmental level. Future research may include a self-report anxiety scale to measure to what extent anxiety is impacted over the course of a semester.

A counselor educator can challenge level 2 IDM practicing school counselors-in-training with multicultural considerations, counseling insights, or their use of empirically based interventions. The results of this study showed a lack of use of multicultural considerations and counselor core conditions on the data forms. The lack of multicultural considerations may be an expression of discomfort in initiating discussion surrounding these areas. Using the Multicultural and Social Justice Counseling Competencies to increase the multicultural developmental domains can increase client worldview and counselor self-awareness (Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2015).

### Conclusion

The addition of a new case conceptualization to the field of counseling supervision is essential to remaining effective as counseling educators. Working within a developmental model, such as the Integrative Developmental Model, is important for helping school counselors-in-training grow as practitioners. By focusing on the growth mindset, counselor educators help reduce the anxiety which is typical for Level 1 IDM supervisees. The reduction in anxiety and encouragement for appropriate risk-taking may be more helpful for supervisee growth. We examined the use of a visual tool, grounded in the IDM and focused on a growth mindset in this study and areas for improvement were recognized and considered. Further research and practice with the 360° Process are warranted.

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**Figure 1**  
360° Case Conceptualization Process Tool

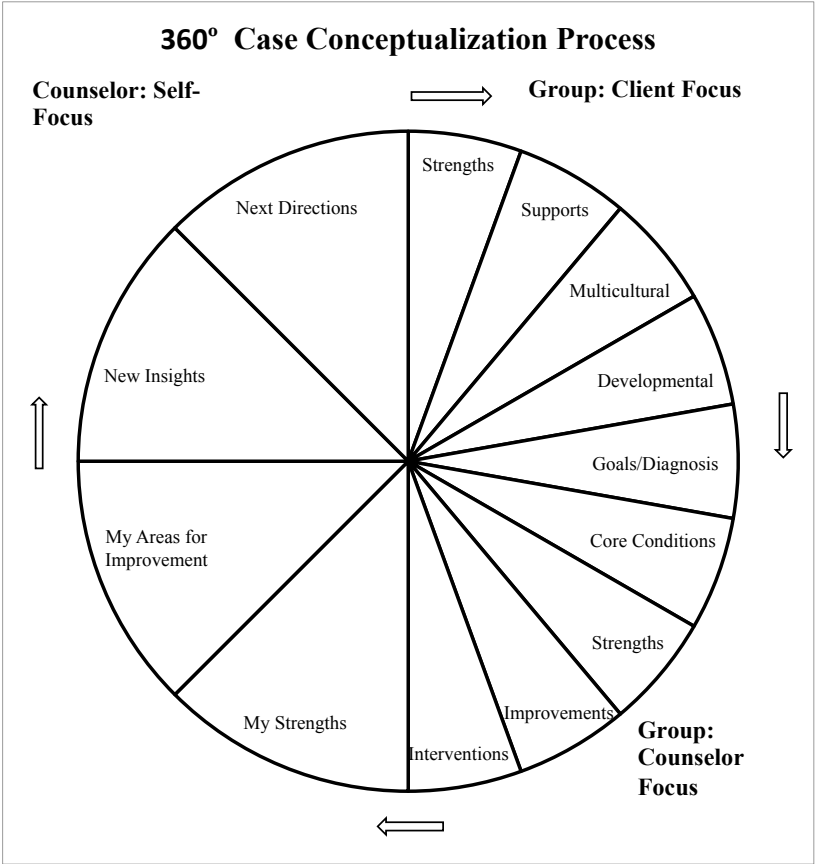


Table Student Conceptualization Results			
Process Area	Initial Amount	Final Amount	Growth
Client Strengths	3	18	83%
Client Supports	8	11	27%
Multicultural Considerations	1	2	50%
Developmental Level	1	5	80%
Goals/Diagnosis	8	30	73%
Core Conditions	2	0	-100%
Counselor Strengths	23	11	-52%
Areas for Improvement	5	9	80%
Counselor Interventions	20	8	-60%
Counselor Described Strengths	6	8	33%
Recognized Areas for Improvement	5	7	40%
Counselor Insights	3	5	66%
Counselor Next Directions	5	2	-60%
Teacher Led Directives	23	19	-17%