

CULTIVATING EVALUATION FOR CASE CONCEPTUALIZATION IN A CLINICAL SETTING: USING A CRITICAL THINKING FRAMEWORK

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Learning Objectives

- Present an innovative strategy for conceptualizing client cases
- Expand understanding of the 6 hats to include a hat for cultural responsiveness in case conceptualization
- Expand understanding of the 6 hats to include a hat for theoretical considerations in case conceptualization

Learning Objectives Continued

- Examine implications for development of case conceptualization skills for graduate students and new clinicians

- Demonstrate application of the 8 hats approach

Rationale

- Practicum and internship students, in addition to pre-licensed counselors', initial exposure to implementing previously learned skills
- Counselors develop an internalized definition of counseling over time (professional identity; Moss et al., 2014)
- Case conceptualization is widely recognized as a standard clinical practice
- Third-party payors often require case conceptualization documents

Purpose of a Model

- Different perspectives
- Helps “frame” an experience
- View situations through targeted lens
- Empowerment through structured reflection
- Buffers against judgement and biases (de Bono, 1995)
- Transformation of old patterns (cognitive, behavioral) into new ones

de Bono's 6 critical thinking hats

Six thinking hats

What are my powers when wearing each hat?



Asking questions:
- What do we know?
- What do we need to know?
- How do we get this information?



Expressing emotion:
- What are my gut feelings?



Judging:
- What are the difficulties
& weaknesses?



Being optimistic:
- What are the strengths
& opportunities?



Being creative:
- New ideas?
- New opportunities?
- How can it be improved?



Thinking about thinking:
- What's been learned?
- What's next?

Contextual Applications

Field of Counseling

- Guide accreditation and licensure processes

Counselor Education

- Students introduced to model in first class of practicum course
 - Students are assigned “hats” prior to video review (rotates each session)
 - Students tailor feedback to counselor-in-training based on their assigned “hat”
 - Mirror implementation in Internship

Contextual Applications

Clinical Supervision

- Integrate into preferred supervision model (Discrimination, Developmental)
 - Intentional supervision experiences across "hats" and licensure content-areas

Counselor

- Purposeful self-reflection
- Maintain best-practice standards
- Opportunities to clearly identify leadership and advocacy opportunities

7th Hat: Cultural Responsiveness

- Research indicates cultural responsiveness is an essential competency for counselors-in-training (CITs), counselor educators, and clinicians:
- Training most often focuses on knowledge, as opposed to skills and self-awareness (Barden & Greene, 2015)
- Soheilian (2014) noted increased multicultural awareness and supervisor intentionality as essential for developing multicultural competence

8th Hat: Theoretical Considerations

- CACREP (2015) standards emphasize the inclusion of theory development as part of the counselor education curriculum.
- The ACA Code of Ethics (C.7.a) indicates that "when providing services, counselors use techniques/procedures/modalities that are grounded in theory and/or have an empirical or scientific foundation."
- Holm et al. (2018) noted that theory impacts the outcome of counseling, although not necessarily one orientation over the other.
- Incorporating theory as a "hat" helps to continue growth and learning in the clinical setting.

New 8 hats Model



White: The details



Purple: Being creative / New Ideas



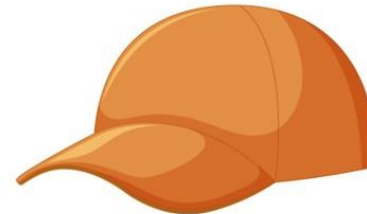
Yellow: Strengths / Opportunities



Blue: Big Picture / Meta-cognition



Green: Growth areas / Improvements



Orange: Theory / Ethics



Red: Emotions



Grey: Multicultural

Interactive Activity and Application

- https://watch.liberty.edu/media/t/1_yvbpk3hx

Feedback from Students

- “I like the hat reflections much more than everyone giving their general feedback because I feel many different aspects of feedback are covered with the hats. Without them, I feel that there is a lot of repetitiveness and more negative feedback”
- “prior to the introduction of the “hats” in our feedback portion of supervision, I was struggling with organization of my thoughts. I was overwhelmed with the amount of thoughts I had about the sessions, and the lack of organization to the thoughts left me almost stumbling...the Hats model helps me to organize the thoughts in specific ways, but also to grasp the big picture...[the blue hat] pushed me to think about the purpose and intentionality behind the counselor’s actions and words”

Examples Continued

- “...wearing the different hats gives us an opportunity to view what we are observing from a different perspective and creates positive dialogue that covers many avenues of the counseling session”
- “I wore the black hat and realized that, within myself, it’s hard for me to conceptualize and provide constructive feedback for fear of hurting someone’s feelings. Wearing this hat helped me confront that discomfort and now I feel more comfortable”
- “wearing the different hats helped me focus on specific aspects of the session on which to provide feedback, instead of getting all jumbled up and confused...they helped me clarify my thoughts and feedback, and helped me to convey them in a cohesive manner”

Challenges and Next Steps

- Difficult to utilize individually (need for collaboration)
- Applying certain hats with all clients
- Time constraints

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