

Utilizing Erickson Core Competencies for Effective Clinical Supervision

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Workshop Objectives

- 1. At the end of this presentation, participants will be able to demonstrate how to access the Ericksonian Core Competencies and how to use them for guidance in assessing supervisees.
- 2. At the end of this presentation, participants will be able to articulate both the value and limitations in core competencies across disciplines and organizations.
- 3. At the end of this presentation, participants will be able to demonstrate how they can use the Ericksonian Core Competencies to enhance the development of supervisees as clinicians.

Understanding What Core Competencies Are (and Are Not)

- Many disciplines have developed formalized core competencies to capture what is essential for practitioners to know.
- However, the core competencies are never all there is to know about the discipline
- Helps to assess how well a trainee is developing skills essential for practice in the discipline.
- However, they never are all the skills that a person can develop to practice within the discipline.
- Core competencies are usually formed through consensus that these are what is important for the discipline.
- However, it is impossible to ever fully reach consensus and practitioners seemingly engage in endless conversations about what is essential and non-essential to know.
- Core competencies drive supervision, gatekeeping, perceptions of competency within fields that use them and there is a tendency to teach, supervise, and assess around them.
- However, the process of teaching, supervising, and assessing around core competencies can serve as a ceiling or limitation on creativity and growth in the field.

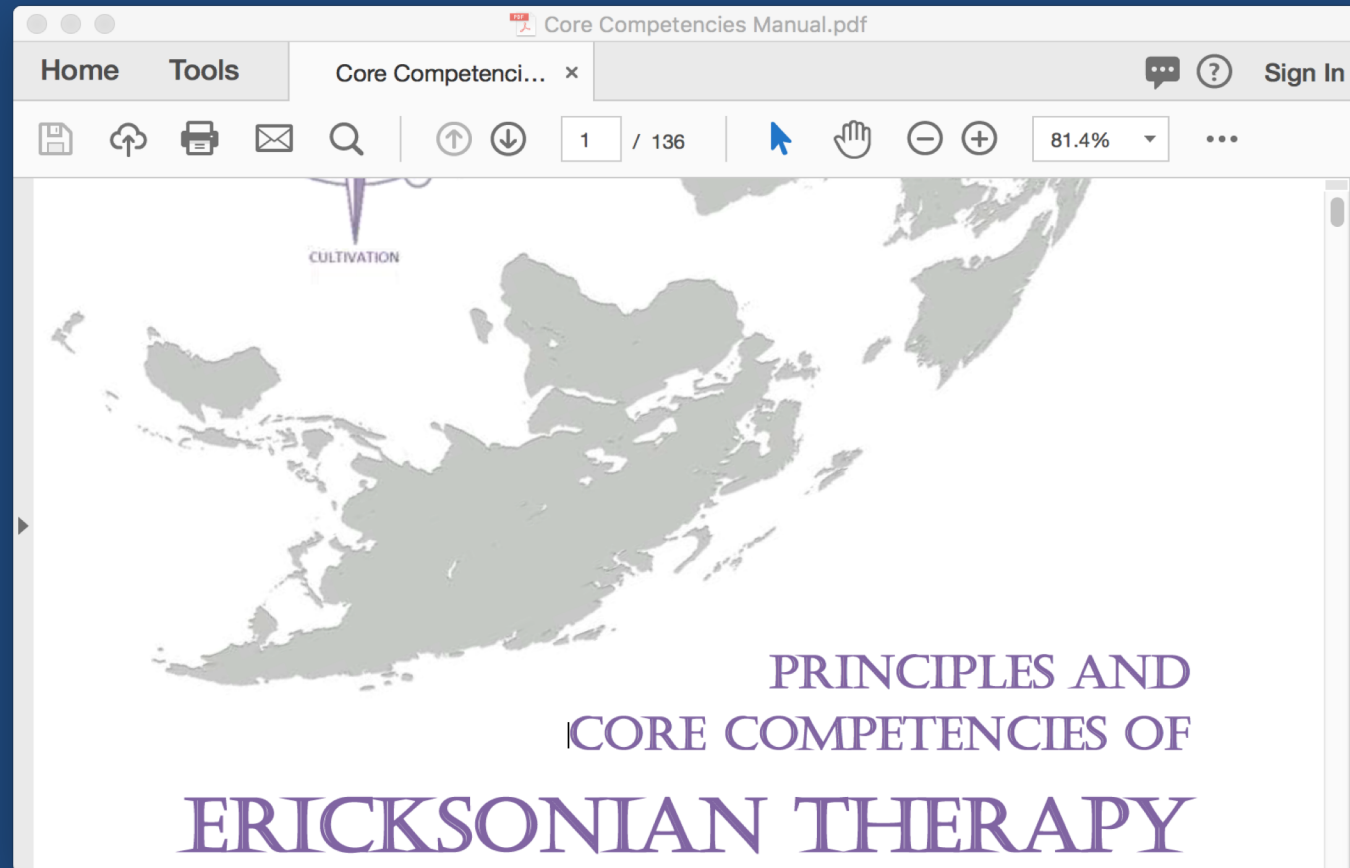
An Example of Core Competencies Developed By Other Associations

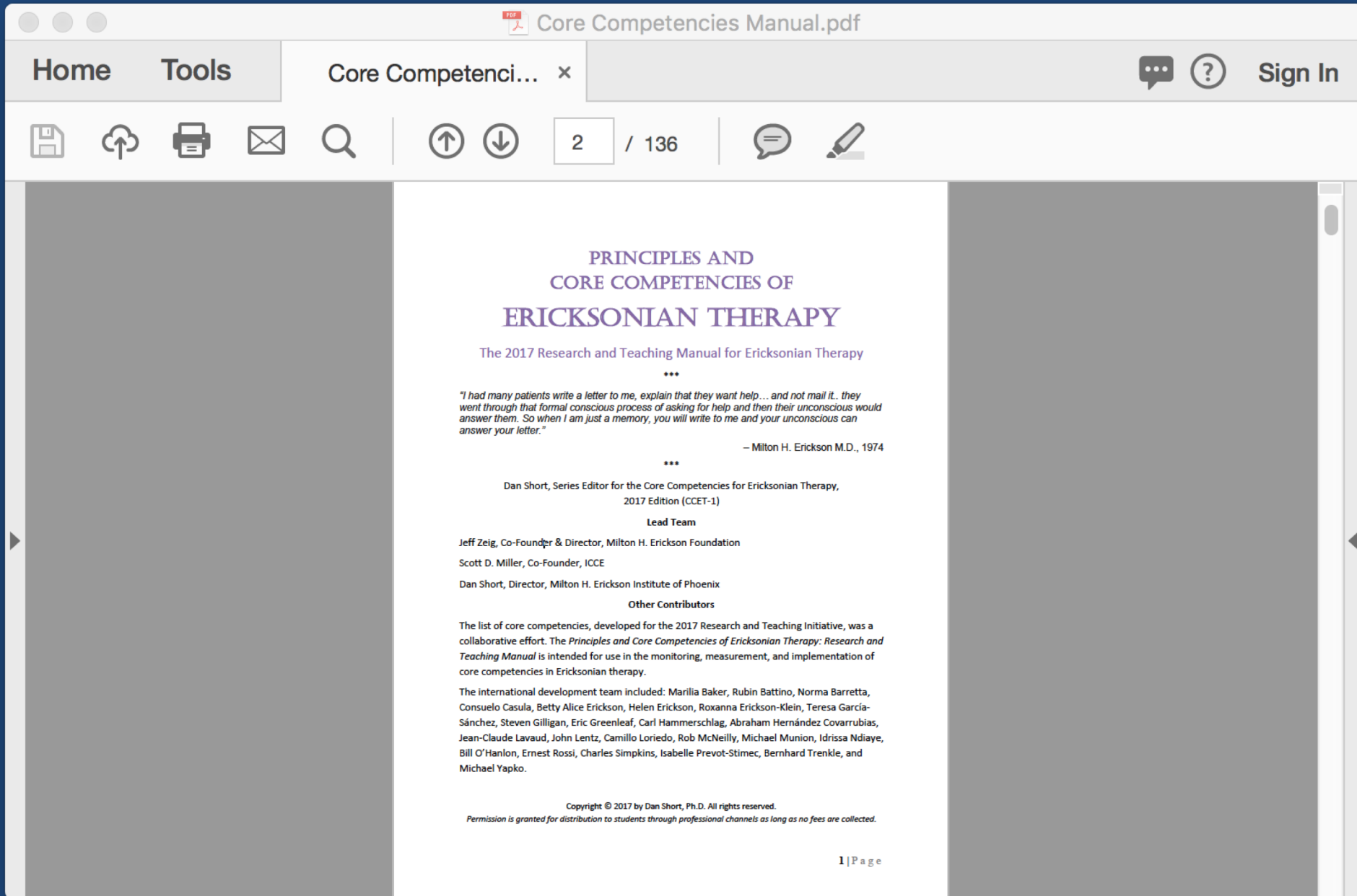
- AAMFT Core Competencies
- AAMFT had a Steering Committee that developed them, chaired by Thorena Nelson.
- Had a major gathering of stakeholders in the summer of Reno, NV in the summer of 2004 to give input in what they would be (representatives from COAMFTE accredited MFT programs, other MFT programs, licensure boards, agencies, and private practitioners).

ERICKSONIAN CORE COMPETENCIES

Link To The Principles and Competencies of Ericksonian Therapy Manual

- The Manual may be accessed from this hotlink:
<http://www.iamdrshort.com/PDF/Papers/Core%20Competencies%20Manual.pdf>





PRINCIPLES AND CORE COMPETENCIES OF ERICKSONIAN THERAPY

The 2017 Research and Teaching Manual for Ericksonian Therapy

"I had many patients write a letter to me, explain that they want help... and not mail it... they went through that formal conscious process of asking for help and then their unconscious would answer them. So when I am just a memory, you will write to me and your unconscious can answer your letter."

— Milton H. Erickson M.D., 1974

Dan Short, Series Editor for the Core Competencies for Ericksonian Therapy,
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Other Contributors

The list of core competencies, developed for the 2017 Research and Teaching Initiative, was a collaborative effort. The *Principles and Core Competencies of Ericksonian Therapy: Research and Teaching Manual* is intended for use in the monitoring, measurement, and implementation of core competencies in Ericksonian therapy.

The international development team included: Marilia Baker, Rubin Battino, Norma Barretta, Consuelo Casula, Betty Alice Erickson, Helen Erickson, Roxanna Erickson-Klein, Teresa García-Sánchez, Steven Gilligan, Eric Greenleaf, Carl Hammerschlag, Abraham Hernández Covarrubias, Jean-Claude Lavaud, John Lentz, Camillo Lorio, Rob McNeilly, Michael Munion, Idrissa Ndiaye, Bill O'Hanlon, Ernest Rossi, Charles Simpkins, Isabelle Prevot-Stimec, Bernhard Trenkle, and Michael Yapko.

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Ericksonian Core Competencies

- Ericksonian Core Competency I: Tailoring
- Ericksonian Core Competency II: Utilization
- Ericksonian Core Competency III: Strategic
- Ericksonian Core Competency IV: Destabilization
- Ericksonian Core Competency V: Experiential
- Ericksonian Core Competency VI: Naturalistic

Assessment of the Ericksonian Core Competencies Within Trainees

- The 2017 Principles and Core Competencies Manual of Ericksonian Therapy has specific examples that discusses operational examples of each competency
- Assessment of the supervisee's understanding of the theoretical foundations (theoretical foundation, p.11 of manual)
- Assessment of therapist-in-trainings grounding in relational foundations (List of the relational foundations, p. 19 of the manual)

How We Assess With Our Supervisees

- Observation of their clinical work (e.g., live supervision or video supervision)
- Listening to the way they “tell the tale” of what they did in therapy (case consultation supervision)
- Looking for both patterns of competencies and challenges
- Hearing their requests for assistance with cases and theory development and opening space for supervisees to feel safe to ask questions.

**INSTILLING THE ERICKSONIAN CORE COMPETENCIES
WITHIN TRAINEES IN SUPERVISION-AN ERICKSONIAN
APPROACH**

Core Competency I: Tailoring

A readiness to individualize treatment

- Tailoring therapy to the clients/contexts with whom therapists-in-training work is a skill that Ericksonian supervisors would want to instill in supervisees. It requires flexibility, an ability for supervisees to think about their clients in context, and for supervisees to be self-reflexive/self-reflective
- Exercises to help supervisees learn to tailor their work with clients
- Supervision conversations that can help in:
 1. Case Consultation Supervision
 2. Video Supervision
 3. Live Supervision

Core Competency II-Utilization

A readiness to utilize intrapersonal and interpersonal dynamics as well as situational factors

- This is a very important aspect of Ericksonian therapy. Utilizing whatever the client brings to therapy is a skill supervisees greatly benefit from gaining.
- Exercises for helping therapists-in-training develop these skills
- Supervision conversations that can help with this in:
 1. Case Consultation Supervision
 2. Video Supervision
 3. Live Supervision

Core Competency III- Strategic

- Challenges of developing strategic view in this era of postmodern practice
- Exercise that is helpful.....Looking at persuasive intentionality on a continuum. Looking at how collaborative ways of working look similar in practice to strategic ways with different intentions.
- Supervision conversations that can help with this:
 1. Case Consultation supervision
 2. Video Supervision
 3. Live Supervision

Core Competency IV-Destabilization

A readiness to disrupt stable psychological patterns to encourage flexibility and learning

- Clients present with cognitive systems, behavioral systems, and social systems. When these are too rigid it keeps people from adapting changing (lack of flexibility). Isomorphic to this, clinicians can sometimes be too rigid and can also repeat same patterns of stuckness. Erickson used “confusion technique” to help with this.
- Exercises that help
- Supervision Conversations that can be helpful:
 1. Case consultation supervision
 2. Video supervision
 3. Live Supervision

Core Competency V- Experiential

A readiness to prioritize open-ended experiential learning

- Ericksonian therapists create contexts in which clients can find their own solutions. This can happen in a variety of ways. Helping trainees to create these contexts through in session activities, out of therapy activities (homework), formal hypnosis, etc. is an important aspect of Ericksonian Supervision
- Exercises that help instill an experiential perspective and behavior in supervisees
- Supervision conversations that help:
 1. Case consultation supervision
 2. Video supervision
 3. Live supervision

Core Competency VI- Naturalistic

A readiness to create the expectation that change will occur naturally and automatically

- Ericksonian therapists work within the notion that change best occurs from within, which is a natural process. Therapists-in-training sometimes have difficulty “trusting the process” and burden themselves with being the agent of change.
- Exercises that help instill a naturalistic perspective and behavior in supervisees
- Supervision conversations that help:
 1. Case consultation supervision
 2. Video supervision
 3. Live supervision

TRANSCENDING THE CORE COMPETENCIES

Transcending the Core Competencies

- See them as a floor and not a ceiling for the development of skill in supervisees.
- Resist exclusively teaching to them and supervising to them. There is room for more
- Teach and supervise our students and supervisees in a way that they are not conceptualizing their work as therapists as being constrained by these.
- Metaphor of being creative in the box (like Haiku) as well as post-modern forms of writing and art that is outside of the box in terms of throwing away the constraints.

Final Thoughts

- de Shazer (1982) writing about the early MRI team of Weakland, Jackson, Watzlawick, Fisch, and Haley made the statement that “...none of these authors either separately or in combination have mined all the ore in the Erickson lode.” (p. 20). Ericksonian Therapy can never be reduced to a set of competencies. The lode is too large.

de Shazer, S. (1982). Patterns of brief family therapy: An ecosystemic approach. New York, NY: Guilford.