Telecounseling Professional Development Series

**June 18 Introduction to Professional Telecounseling: Ethical and Legal Considerations | July 2 General Telecounseling Practice Considerations
July 16 Professional TeleSCHOOL Counseling | July 30 Professional Clinical Telemental Health Counseling**

The Webinar Will Begin Shortly

UNC PEMBROKE
DEPARTMENT OF COUNSELING

Dr. Jonathan Ricks, PhD, LCMHC, LSC, NCC, RPT
Assistant Professor & Field Placement Coordinator for Professional School Counseling

Dr. Nicole Stargell, PhD, LCMHCA, LSC, NCC, BC-TMH

Associate Professor, Department of Counseling

Professional Clinical Telemental Health Counseling

Department of Counseling

The University of North Carolina at Pembroke

College of Health Sciences

CSI Phi Sigma Telecounseling Professional Development Series

Obtaining CE Clock Hours with Certificate

Obtain Clock Hours for the Live Webinar

1. Attend the whole webinar.

2. After completion of the live webinar, a program evaluation will pop up in your browser.

3. Complete the program evaluation survey.

4. Your certificate will be emailed after all four presentations in this series.

5. The recorded webinar, PPT slides, & handouts will be posted online.

Obtain Clock Hours for the Recorded Webinar

1. Watch the whole webinar.

2. Complete the posttest online.

3. After completion of the posttest, you will receive an email with a link to the CE evaluation.

4. Complete the CE evaluation survey.

5. Your certificate will be emailed within 10 business days.

Agenda

- Review
  - Telecounseling Defined
  - Legal and Ethical Reminders
- Telecounseling for Clinical Mental Health Counselors

Poll Question

On a scale of 1-7, how much do you feel you know about telecounseling?

Very Little   Very Much

_____

1   4   7

Defining Telecounseling

- Other Names
  - Telebehavioral Health
  - Behavioral Telehealth
  - Distance Counseling
  - E-counseling
  - E-therapy
  - Online therapy
  - Cybercounseling
  - Online Counseling

Telecounseling

- Telehealth
  - Healthcare Provider in One Place
  - Patient or Client in Another Place
  - Healthcare Administered via Technology (HRSA, 2019)
- Clinical Mental Health Counselors provide direct services to individuals, groups, families, and couples

Clinical Telemental Health Counseling

- ◦ Mental Healthcare Provider in One Place
- ◦ Student or Client in Another Place
- ◦ Mental Healthcare Administered via Technology (NBCC, 2020)

Methods of Delivery

- Videoconferencing
- Computer Programs
- Mobile Applications
- Telephone

Defining Telecounseling

- Scheduling appointments using email or telephone?

- Sending worksheets via email?

- A counseling session over the phone?

Poll Question

- I believe telecounseling can be helpful for the clients I serve.

Very Little   Very Much

1   4   7

Poll Question

- How familiar are you with the ACA Code of Ethics Section H?

Not at all   Very Much

_____

1   4   7

ACA Code of Ethics

Section H: Distance Counseling, Technology, and Social Media

"Counselors actively attempt to understand the evolving nature of the profession with regard to distance counseling, technology, and social media and how such resources may be used to better serve their clients. Counselors strive to become knowledgeable about these resources."

Benefits of Telecounseling

- Accessibility
  - No Driving Required
  - Lack of Local Providers
  - Emergency Situations (e.g., physical distancing)
- Scheduling Flexibility (adjust for time zones)
- Privacy and comfort
- See clients' personal lives
- Cost-effective
- Effective (Backhaus et al., 2012; Darkins, 2016; Godleski et al., 2012; Hilty et al., 2013; Springer et al., 2020)
- Concurrent documentation and Instant Lookup

Risks of Telecounseling

- Risks to Confidentiality—due to the nature of technology and the client's location

- Technology Issues—accessibility, trustworthiness, reliability

  "*Buy-in, and support for telehealth, from patients and clinicians depends on robust and reliable services.*" (Darkins, 2016)

- Crisis Response—establish a plan before

- Effectiveness—still being researched

Primary Resources for Clinical Telemental Health Counseling

- ACA Code of Ethics Section H: Distance Counseling, Technology and Social Media
  https://www.counseling.org/resources/aca-code-of-ethics.pdf

- NBCC Policy Regarding the Provision of Distance Professional Services

  - https://www.nbcc.org/Assets/Ethics/NBCCPolicyRegardingPracticeofDistanceCounselingBoard.pdf

ACA, AMHCA, & LPCANC Insurance

- Healthcare professionals providing telehealth must adhere to the same practice standards they follow when providing traditional in-person treatment and care.

- Practice in accordance with the standard of care, the limits of one's license, and all regulations and ethical guidelines.

- Contact your insurance carrier to confirm

Payment

- Some third-party payers will reimburse for clinical telemental health counseling, some will not
- Call to verify
- Can only bill for sessions conducted by the professional counselor who is approved

Jurisdiction

- "Counselors who engage in the use of distance counseling, technology, and social media within their counseling practice understand that they may be subject to laws and regulations of both the counselor's practicing location and the client's place of residence." (ACA, 2014, H.1.b.)

- "Counseling occurs both where the counselor who is providing counseling services is located and where the individuals (clients) who are receiving services are located." www.ncblpc.org

Supervision

21 NCAC 53 .0212

"Video supervision is permitted as long as the session is synchronous and involves verbal and visual interaction during the supervision. All supervision, whether live or audio and video recordings, shall be done in a confidential manner in accordance with the ACA Code of Ethics."

- HIPAA and FERPA: supervisee files and videos
- Explain risks and ethical considerations

Confidentiality

- H.2.d. "Counselors take reasonable precautions to ensure the confidentiality of information transmitted through any electronic means."

- Bound by HIPAA—consider EHR software

- Use separate informed consent
  - Telecounseling Informed Consent
  - Telecounseling Emergency Response Plan

Guidelines for Telephone Calls

1. Never acknowledge that clients are receiving services or give out information regarding clients to unknown callers.
    1. Counselor: "Hello?"
    2. Caller: "Hello. My name is Nicole and I am interested in information regarding Client Name."
    3. Counselor: "I don't confirm or deny that individual as a client. Please ask them to contact me directly. Thank you. Goodbye ☺"
2. Make efforts to verify that you are talking to the correct person when you receive or make calls in which confidential information is discussed
3. Avoid becoming friendly or informal, or saying anything *off the record*.

(Remley & Herlihy, 2014)

Ethical Issues

- Remind clients that everything you see in video is part of the therapeutic process
- Substance use strictly prohibited

Social Media

- H.6.a: "In cases where counselors wish to maintain a personal and professional presence for social media use, separate professional and personal web pages and profiles are created to clearly distinguish between the two kinds of virtual presence".   (ACA, 2014)

ACA

- H.4.c. When providing technology-assisted services, counselors make reasonable efforts to determine that clients are intellectually, emotionally, physically, linguistically, and functionally capable of using the application and that the application is appropriate for the needs of the client.

Considerations for Children

- Have guardians present

- Assess the materials available to youth

- Send paper worksheets
  - Send few at a time
  - Minimal return address
    - Counselor Last Name
    - Street Number and Name
    - City, State Zip
  - Self-Addressed, Stamped Envelope (as needed)

Activities for Children

- **Activity Title:** Triangle Tracing
- **Theory:** Cognitive Behavioral Theory
- **Age Range:** Any (adjust language accordingly)
- **Materials:** 3 pieces of paper and a pen/marker
- **Purpose:** To identify and reframe automatic cognitions; To link thoughts and feelings to behaviors (Kress et al., 2019)

Planning Ahead

- Send materials for next session within 24-48 hours
- Consult with parents
  - Would you prefer I mail you worksheets or email so you can print them?
  - Can you supply crayons, pencils, paper, toys, games, etc.?
  - https://www.teacherspayteachers.com/Browse/Search:emotions%20matching%20game

Activities for Children

- Gimme Five

- Purpose: Positive Social Skills; Listening and Following Directions

- Population: Ages 6 and up, Group or Individual

- Materials:
  - 1 pc paper cut into 5 strips & taped as a cone
  - Gimme Five pictures cut out & taped to cone

Bing ClipArt
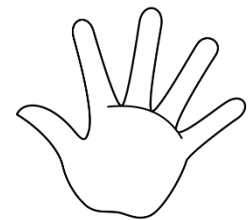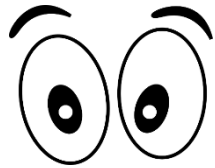
Activities for Children

- Gimme Five
  - Allow clients to wear the five footballs in order to practice listening skills.
  - Wear them and teach about each
  - Hold up a finger according to which skill needs to be practiced

Activities for Children

- ## Gimme Five

  - Five steps to listening
  - Listening requires a closed mouth. You cannot listen if you are busy talking.
  - Listening requires eyes forward. It is respectful to look at the speaker.
  - Listening requires still hands. Moving hands distract you and others.
  - Listening requires quiet feet. Moving feet distract you and others.
  - Listening requires open ears. Pay attention to the speaker's words.

Activities for Children

- Gimme Five

- Why are good listening skills important?

- What good things will come from good listening?

- Which of the five listening skills is hardest?

Activities for Children

- ## News Anchor

  - The counselor explains to the youth that the counselor is going to act out scenes, and the client is going to be a news anchor explaining what is happening in the play.

  or

  - Client covers their day or an important event and counselor observes

  (Kress et al., 2019)

Activities for Children

- **Look at My Worries** (To reduce client anxiety)
- Cognitive Behavioral Theory
- The client is given a blank piece of paper (larger than standard paper is preferred but not required). The client is also given various art supplies such as paint, crayons, glue, and glitter. The client is asked to draw a picture of his or her worries and fears on the paper. After the client completes the drawing, the counselor processes the activity with questions such as "Where does the fear/worry come from?" "Where does the fear/worry live?" "What makes the fear/worry loud or quiet?" "What does the fear and worry say to you?" "When the fear and worry bother you, what do you do differently?" Counselors can write down the thoughts the client identifies and the behaviors that accompany the thoughts. Counselors can then ask the client to draw a picture of the thoughts and behaviors he or she will use to fight the worry and fear.

(Kress et al., 2019)

Activities for Children

- **Who Am I? (**To enhance identity and self-esteem)
- Person-Centered Theory
- The counselor provides the client with various artistic materials and asks him or her to draw a self-portrait. When the client is finished, the counselor works with him or her to explore how it felt to create something and how it felt to draw one's self. The counselor should also ask the client what the person in the portrait likes, dislikes, values, and worries about. These thoughts and feelings should be validated to promote congruence.

(Kress et al., 2019)

Activities for Children

- **Where Am I Going?** (To increase healthy and positive behaviors)

- Behavioral Theory

- After drawing a portrait of their current self, the client is asked to draw a picture of themselves in 2 years (or a developmentally appropriate time gap). The counselor and client work to determine how the two portraits are different and to identify specific behaviors that can be used to strive toward the future self. (Kress et al., 2019)

Activities for Children

- **Hula Hooping (**To reduce anger outbursts)
- Adlerian theory
- The client is directed to draw a large circle on a piece of paper, with the circle representing a hula hoop. Much like using a hula hoop, the client is able to control what happens inside the circle (e.g., moving hips to balance the hoop) but not what happens outside the circle (e.g., someone bumping into it). The counselor works with the client to identify social situations that are especially upsetting or distressing (e.g., parents fighting, dealing with a bully at school). The counselor and client then focus on one social situation that is frustrating for the client, and the client writes down the things he or she can control on the inside of the circle and the things that cannot be controlled on the outside of the circle. (Kress et al., 2019)

Considerations for Groups

- Confidentiality

- Initials or code names

- Rounds

- Make sure members are comfortable with technology

- Ensure private location

- Identity verification at session 1

- Verify location of every member –via chat

Activity for Group

- The group facilitator chooses a popular song that relates to a common theme within the group. For example, Justin Bieber's song "Sorry" could be used in a group on dating and relationships. The counselor explains the theme of the group and provides an overview of the activity: A song will be played, and after the song is over, group members can be invited to share how they relate to the song (e.g., a lesson learned, a feeling that was highlighted). The group leader can link group members' experiences and ask group members to list other songs that might be helpful in times of need.

(Kress et al., 2019)

Considerations for Adolescents

- Assess developmental level
- Ensure guardians are present
- Ensure privacy is available
- Create a plan for guardian updates
- Send/email worksheets

Activities for Adolescents

- https://jeopardylabs.com/browse/
- Listen to music
  - Explore the lyrics
  - Rewrite the lyrics
- Explore popular culture topics

Considerations for Addictions

- Continued research on effectiveness is needed

- More susceptible to COVID-19 if a client
  - Smokes tobacco or marijuana
  - Vape
  - Use opioids or methamphetamine (Volkow, 2020)

- Telebehavioral health coverage expanding

- Quality Assurance

Activity for Addictions

- Mindfulness
  - 5 things you see
  - 4 things you feel
  - 3 things you hear
  - 2 things you smell
  - 1 think you taste

Considerations for Adults

- Closely attend to therapeutic relationship
- Assess developmental level
- Ensure privacy is available
- Never too old to have fun

Activities for Adults

- Email Links

- Worksheets
  - Fact sheets
  - Meditations
  - Pros and cons lists
  - Behavior charts

Considerations for Couples or Families

- Identified Client

- Review Confidentiality for Guests

- Frequency—Main Focus or

- Assess Commitment to Counseling and Ensure Safety

- Set Rules
  - One Person Talking at Time
  - T for Timeout

Activities for Couples

- What initially attracted you to your partner?
- Turn toward your partner and tell them one thing you like about them/appreciate
- Ask one partner how they overcome a struggle the other is experiencing
- Identify one area to notice for each person over the next week

Activities for Families

- Everyone write their name at the top of the paper and pass to the left; each family member writes something they like about the person at the top

- Everyone says what they like most about one person

- Each person places top concern in a hat

- Each person takes turns adding to a drawing/poem

Suicide Assessment

- Have you ever tried to kill yourself in the past?

- Do you use any substances, such as drugs or alcohol?

- If you were going to kill yourself, how would you do it?

- Do you have access to the materials needed to carry out this plan?

- What protective factors would prevent you from killing yourself? (Stargell et al., 2021)

Homicide Assessment

- Have you ever thought about killing someone in the past?

- Do you use any substances, such as drugs or alcohol?

- If you were going to kill someone, how would you do it?

- Do you have access to the materials needed to carry out this plan?

- What protective factors would prevent you from killing someone? (Adapted from Stargell et al., 2021)

Self-Injury Assessment

- Suicidal ideation
- Types of self-injury in which the client engages
- Onset of self-injury
- Place (location) on the body that is injured
- Severity and extent of damage caused by self-injury

- Functions of the self-injury
- Intensity or frequency of self-injury urges
- Repetition of self-injury
- Episodic frequency of self-injury (Emelianchik-Key & La Guardia, 2020)

Danger Assessment

- Has the violence increased in frequency?

- Have they ever used a weapon against you or threatened you with a weapon?

- Do you believe they are capable of killing you?

- Do they ever try to choke you?

- Are they very jealous of you? (Campbell, 2015)

  Assess for any children/otherwise vulnerable individuals

Summary

- Telemental Health includes all the same considerations as in-person counseling plus more

- Adapt activities and plan ahead

- Build rapport and have a good time

- Collaborate with family members/loved ones as needed and possible

Poll Question

On a scale of 1-7, how much do you feel you know about telecounseling?

Very Little   Very Much

_____

1   4   7

Up Next

- Discussion Hour

Thank you for joining us for the
CSI Phi Sigma
Telecounseling Professional Development
Series

Advanced School Counseling for Postsecondary Success Graduate Certificate

- 12 Credit Hours

- CNS 5650: School Counselor as Leader, Advocate, and Consultant (3)

- CNS 5750: College and Career Readiness (3)

- CNS 5770: Evidence-Based School Counseling (3)

- CNS 5780: Addressing the Achievement Gap and Issues of Social Justice (3)

All courses available online.

Contact Dr. Shenika Jones
shenika.jones@uncp.edu

Graduate Certificate in Addictions Counseling

- 12 Credit Hours
- CNS 5900: Issues in Addictions (Prerequisite for other three courses)
- CNS 5860: Contemporary Issues and Special Population in Addiction
- CNS 5870: The Family and Addiction
- CNS 5890: Diagnosis, Treatment, and Psychopharmacology in Addiction
- Apply for Fall or Spring semesters.

    All courses available online.
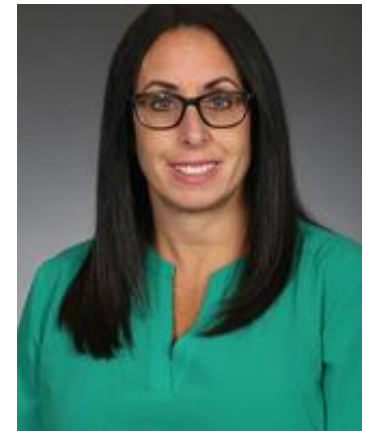
Contact Dr. Stephanie Robinson
Stephanie.robinson@uncp.edu

Play Therapy Graduate Certificate

- 12 Credit Hours
- CNS 5810: Introduction to Play Therapy
- CNS 5820: Play Therapy Theories and Techniques
- CNS 5830: Play Therapy for Specific Challenges
- CNS 5840: Filial and Family Play Therapy

Meets education requirements for Registered Play Therapist (RPT) and School-Based Registered Play Therapist (SB-RPT) credentials.

Contact Dr. Jonathan Ricks
jonathan.ricks@uncp.edu

Dr. Stephanie Robinson, PhD, LCMHCS, LCAS-CSI, AADC, NCC

Assistant Professor, Clinical Mental Health Counseling

Discussion

- What are some ethical considerations that may be specific to your sites?

Discussion

- What are your hopes and fears around conducting clinical telemental health counseling services?

Discussion

- What questions do you still have around ethical and effective telemental health counseling services?

Poll Question

On a scale of 1-7, how much do you feel you know about telecounseling?

Very Little   Very Much

_____

1   4   7

References

American Counseling Association. (2014). *ACA code of ethics*. https://www.counseling.org/resources/aca-code-of-ethics.pdf

Backhaus, A., Agha, Z., Maglione, M. L., Repp, A., Ross, B., Zuest, D., . . .Thorp, S. R. (2012). Videoconferencing psychotherapy: A systematic review. *Psychological Services*, *9*, 111–131. doi:10.1037/a0027924

References

Darkins, A. (2016). *Telehealth services in the United States Department of Veterans Affairs (VA)*. https://myvitalz.com/wp-content/uploads/2016/07/Telehealth-Services-in-the-United-States.pdf

Emelianchik-Key, K., & La Guardia, A. (2020). *Non-suicidal self-injury throughout the lifespan: A clinician's guide to treatment considerations*. Routledge.

References

Godleski, L., Darkins, A., & Peters, J. (2012). Outcomes of 98,609 U.S. Department of Veterans Affairs patients enrolled in telemental health services, 2006-2010. *Psychiatry Services, 63,* 383-385. https://doi.org/10.1176/appi.ps.201100206

Hilty, D. M., Ferrer, D. C., Parish, M. B., Johnston, B., Callahan, E. J., & Yellowlees, P. M. (2013). The effectiveness of telemental health: A 2013 review. *Telemedicine & E-Health, 19*(6), 444–454. https://doi-org.proxy181.nclive.org/10.1089/tmj.2013.0075

References

Health Resources & Services Administration. (2019).
Telehealth programs. https://www.hrsa.gov/rural-health/telehealth

Kress, V. E., Paylo, M. J., & Stargell, N. A. (2018).
Counseling children and adolescents. Pearson.

References

Remley, T. P., Jr., & Herlihy, B. P. (2014). *Ethical, legal, and professional issues in counseling* (4th ed.). Boston, MA: Pearson

Snider, C., Webster, D., O'Sullivan, C. S., & Campbell, J. (2009), Intimate partner violence: Development of a brief risk assessment for the emergency department. *Academic Emergency Medicine*, *16*: 1208–1216. doi: 10.1111/j.1553-2712.2009.00457.x

References

Springer, P., Bischoff, R. J., Kohel, K., Taylor, N. C., & Farero, A. (2020). Collaborative care at a distance: Student therapists' experiences of learning and delivering relationally focused telemental health. *Journal of Marital & Family Therapy, 46*(2), 201–217. https://doi-org.proxy181.nclive.org/10.1111/jmft.12431

Stargell, N. A., Kress, V. E., McAllister, C. A., Chesterton, H. (2021). School counselors' role in advocating for students who self-injure. In L. L. Gallo & M. Rausch (Eds.), *Counseling practices and navigating controversial issues in underserved school populations*. IGI Global.

References

Volkow, N. (2020). *COVID19: Potential implications for individuals with substance use disorders.* https://www.drugabuse.gov/about-nida/noras-blog/2020/04/covid-19-potential-implications-individuals-substance-use-disorders

Thanks for attending the webinar. Please remember to complete the evaluation that will appear in your browser upon exiting the meeting. Continuing Education Certificates will be emailed after the series is complete.

counseling@uncp.edu