**Appendix B – Tables**

Table 1

*Mean ratings and ranked level of importance of difficulties for both novice and experienced therapists*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Difficulty Item | *M* | *SD* |  |  | Voted first | Voted second | Voted third | TotalVotesa | Relative weight |
| Feeling of incompetence and self-doubts about effectiveness | 4.08 | .845 |  |  | 7 | 4 | 3 | 14 | 32 |
| Isolation | 4.08 | .891 |  |  | 4 | 3 | 2 | 9 | 20 |
| Stress | 3.92 | .628 |  |  | 3 | 1 | 4 | 8 | 15 |
| Emotional depletion | 3.88 | .993 |  |  | 3 | 1 | 2 | 6 | 13 |
| Compassion fatigue | 3.85 | .967 |  |  | 1 | 4 | 2 | 7 | 13 |
| Concerns about caseload | 3.73 | .667 |  |  | 0 | 2 | 2 | 4 | 6 |
| Secondary trauma | 3.46 | 1.174 |  |  | 2 | 2 | 3 | 7 | 13 |
| Role ambiguity/role diffusion | 3.46 | .989 |  |  | 1 | 1 | 3 | 5 | 8 |
| Disillusionment about work | 3.46 | .948 |  |  | 1 | 0 | 0 | 4 | 3 |
| Disrupted personal relationships | 3.35 | 1.056 |  |  | 0 | 3 | 1 | 6 | 7 |

*Note:* Mean response: 1 = unimportant, 3 = moderately important, 5 = very important.

aA first rank was given a weight of three points, a second rank vote two points and a third rank vote one point.

Table 2

*Experts’ level of agreement with incorporating FOI and self-care into their educational and supervision practice*

|  |  |  |
| --- | --- | --- |
| Statements | *M* | *SD* |
| 1. In view of the theoretical course work and internship experience that students will have I believe self-care is among the most important topics to cover
 | 3.15 | .675 |
| 1. I frequently observe students or supervisees struggling with feelings of incompetence
 | 3.31 | .618 |
| 1. I frequently observe students or supervisees struggling with #1,2, or 3 as selected in previous sectiona
 | 3.15 | .881 |
| 1. I regularly address FOI in class or supervision
 | 3.15 | .613 |
| 1. I am mindful of both the rewards and the hazards of the counselling and psychotherapy profession
 | 3.65 | .485 |
| 1. I am comfortable processing issues related to FOI and self-care with students and supervisees
 | 3.73 | .533 |
| 1. I think #1 selected in the previous section (FOI) should be included in a therapist self-care teaching moduleb
 | 3.69 | .480 |
| 1. I think #2 above (Isolation) should be included in a therapist self-care teaching moduleb
 | 3.50 | .480 |
| 1. I think # 3 above (Stress) should be included in a therapist self-care teaching moduleb
 | 3.62 | .463 |
| 1. I think #1 above (FOI) should be systematically addressed during supervisionb
 | 3.57 | .514 |
| 1. I think #2 above (Isolation) should systematically addressed during supervisionb
 | 3.25 | .886 |
| 1. I think # 3 above (Stress) should be systematically addressed during supervisionb
 | 3.62 | .744 |

*Note:* Mean response: 1 = strongly disagree, 4 = strongly agree

aScore represents an overall mean for all participants, with no differentiation between responses for #1, 2, or 3.

bScores are calculated from subsamples within our group of participants, FOI (n = 14), Isolation (n = 9), and Stress (n = 8).

Table 3

*Mean ratings and ranked level of importance/usefulness of coping mechanisms for counsellors’ facing daily challenges related to self/care or feelings of incompetence.*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Coping Mechanism | *M* | *SD* |  | Voted first | Voted second | Voted third | Totalvotesa | Relative weight |
| Seeking emotional support (e.g. family, friends, therapists) | 4.50 | .648 |  | 4 | 6 | 2 | 12 | 26 |
| Engaging in professional supervision | 4.50 | .707 |  | 6 | 2 | 2 | 10 | 24 |
| Engaging in peer supervision | 4.48 | .714 |  | 2 | 5 | 2 | 9 | 18 |
| Being mindful of physical health and well-being (e.g. healthy lifestyle) | 4.42 | .703 |  | 3 | 1 | 4 | 8 | 15 |
| Respecting own limits | 4.27 | .667 |  | 3 | 1 | 1 | 5 | 12 |
| Balancing institutional commitments and expectations (workload) | 4.19 | .634 |  | 0 | 2 | 3 | 5 | 7 |
| Developing knowledge of self-care resources | 4.12 | .909 |  | 0 | 0 | 1 | 1 | 1 |
| Attending professional development seminars | 3.92 | .977 |  | 1 | 2 | 3 | 6 | 10 |
| Reading literature on psychotherapy | 3.88 | .816 |  | 1 | 0 | 3 | 4 | 6 |
| Performing relaxation exercises | 3.19 | .981 |  | 0 | 0 | 1 | 1 | 1 |

*Note*: Mean response: 1 = unimportant, 3 = moderately important, 5 = very important.

aA first rank was given a weight of three points, a second rank vote two points and a third rank vote one point.

Table 4

*Categorized responses describing most useful things new therapists need to be made aware of as they become therapists*

Category Sub-category

|  |  |  |
| --- | --- | --- |
| Continue to attend to professional development throughout career Self-careTherapist know thyself Count on necessary & core conditions for client growth Normalisation of FOI Good theory | 1. Continue to develop competency/Continuing education
2. Lifelong supervision / lifelong learning
3. Accurate self-assessment
4. Peer consultation / supervision
5. Learn from elders
6. Time management
7. Boundaries – dual role
8. Avoid isolation:
9. Realistic expectations: set boundary for who is responsible for change
10. Self-awareness
11. Strengths & weaknesses
12. Be mindful of your motives – unsatisfied personal needs
13. Values & talents
14. Counter-transference
15. Genuineness
16. Warmth
17. Empathy
18. Respect
19. Curiosity
20. Compassion
21. FOI ≠ actual incompetence
22. All therapists have self-doubts
23. You are taught a breadth of material – can’t know it all
24. FOI are normal & healthy. It means you are paying attention.
 |  |

Table 5

*Recommended Techniques to Address Professional Hazards*

Category Sub-category

|  |  |  |
| --- | --- | --- |
| Exposure & normalization  Inform  Raise awareness Process | 1. Modeling / role modeling
2. Case studies/histories
3. Supervisor interpersonal process recall
4. Panel of experienced therapists disclose/discuss in presence of novices
5. Supervisor self-disclosure of FOI & other struggles
6. Small group, student led exploration
7. Name it for the student
8. Present students with a map for gaining feelings of competency – direct teaching and coaching
9. Refer to the literature / assign readings
10. Professor initiated discussion in class
11. Direct preparation – expect ambiguity & FOI
12. Kagan’s IPR to access inner world of supervisee
13. Thought listing exercise to track identity development over time
14. Reflecting team
15. Compassion fatigue test
16. Counter-transference work: locate unconscious motivations for type of work to help manage counter-transferential reactions to lack of therapeutic success
17. Scripted role playing
18. Therapeutic writing
19. Ask students to address in practicum
20. Name it and discuss
 |  |

Table 6

*Participants’ level of agreement with aggregate results (second round polling)*

|  |  |  |
| --- | --- | --- |
| Coping Mechanism | Mode | Range |
| Question One | 4  | 3 – 5 |
| Question Two | 4 | 3 – 4 |
| Question Three | 4 | 3 – 4  |
| Question Four | 4 | 3 – 4  |
| Question Five | 4 | 4 – 5 |
| Question Six | 4.5 | 3 – 5 |
| Question Sevena | - | - |
| Question Eight | 4 | 3 – 5  |
| Question Nine | 4 | 3 – 5  |
| Question Tena | - | - |

*Note:* 1 = completely disagree, 3 = somewhat agree, 5 = completely agree

aQuestions 7 & 10 were not sent for participant review in the second round