

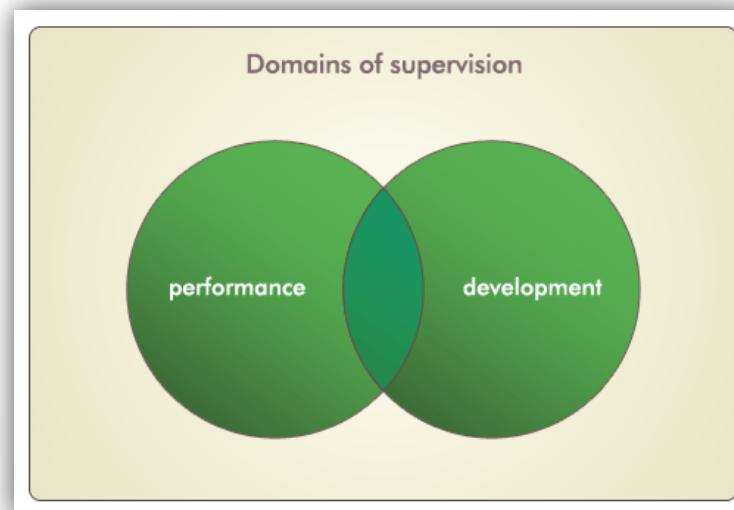
The Basics of Supervision for Counselors

Best Practices in
Counseling Supervision



What is Supervision?

Supervision is an intensive, interpersonally focused, one-to-one relationship in which one person (the supervisor) is designated to facilitate the development of competence in the other person (the supervisee) (Loganbill, Hardy, & Delworth, 1982, p.4).



CACREP 2009 Standards

Section III

C. Site supervisors must have the following qualifications:

- A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
- A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
- Relevant training in counseling supervision.



ACA Ethical Codes

- **F.1.a. Client Welfare**

A primary obligation of counseling supervisors is to monitor the services provided by supervisees. Counseling supervisors monitor client welfare and supervisee performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review the supervisees' work and help them become prepared to serve a range of diverse clients. Supervisees have a responsibility to understand and follow the *ACA Code of Ethics*.

ASCA Ethical Codes

- **F.4 Collaboration and Education about School Counselors and School Counseling Programs with other Professionals**

School counselors and school counseling program *directors/supervisors* collaborate with special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists and speech pathologists to advocate for optimal services for students and all other stakeholders.



Purpose of Supervision

- Facilitate supervisee personal and professional development (Borders & Brown, 2005; Perera-Diltz & Mason, 2012)
- Promote counselor competencies, *knowledge and skills* (Borders & Brown, 2005; Perera-Diltz & Mason, 2012)
- Promote accountable counseling services & programs; both a *responsibility & a challenge for professionals* (Borders & Brown, 2005 ; Perera-Diltz & Mason, 2012)
- Serve as a gatekeeper to the profession (Lazovsky & Shimoni, 2005)
- Provide opportunities in learning about the school environment; *vital for leading to effective school counseling services* (Lazovsky & Shimoni, 2005 ; Perera-Diltz & Mason, 2012)
- Safeguarding clients/students as well as promoting trainee development

Significance

- Practicing counselors are often asked to supervise counselors-in-training without having been taught supervisory skills in their master's program (Lazovsky & Shimoni, 2005).
- Without training, counselor supervisors will often supervise the way they were supervised, which can result in a pattern of inadequate supervision.



Best Practices in Counseling

Supervision (Neufeldt, 1999; Osborn & Kelly 2010)

- Supervisors are ultimately responsible for the ethical behavior of trainees under their supervision.
- Teach your supervisee proper record keeping techniques
- Review protocols for documenting critical incidents with clients, including emergency client situations
- Address issues of diversity, sexual feelings, and other potential ethical minefields; be a good model of open communication
- Incorporate strategies that are sensitive to the unique needs of your supervisee by appropriately scaffolding their practicum experience
- Remain current on trends, techniques, and strategies to aid in the transition of students from classroom to workplace



Best Practices in Clinical Supervision

- [Best Practices in Clinical Supervision](#): Adopted by *ACES Executive Council* (April 22, 2011)
- **Best Practice Guidelines**: intended to...
 - 1) support supervisors in their work
 - 2) be relevant & practical
 - 3) augment judgment of supervisors as they strive to do the following... (next slide)

(Borders, DeKruyf, Fernando, D. , Fernando, H. , Hays, Page, & Welfare, 2011)

Best Practices in Clinical Supervision (Cont'd)

Best Practice Guidelines, Cont'd...

A) offer ethical & legal protection of rights of supervisors, supervisees, & clients

B) meet professional development needs of supervisees while protecting client welfare

- *Guidelines*: provide a framework for those seeking to develop supervisor training programs
- **Important**: guidelines are meant to supplement, NOT replace, the *ACA Code of Ethics*

(Borders, et.al., 2011)

Supervision Best Practice Guidelines (Borders, et.al., 2011)

1. Initiating Supervision
2. Goal-Setting
3. Giving Feedback
4. Conducting Supervision
5. Supervisory Relationship
6. Diversity & Advocacy Considerations
7. Ethical Considerations
8. Documentation
9. Evaluation
10. Supervision Format
11. The Supervisor
12. Supervisor Preparation



Initiating Supervision & Goal-Setting (Borders, et.al., 2011)

- 1. Initiating Supervision:** The supervisor...
 - engages in sound informed consent practices in initial supervision session.
 - explicitly states clear parameters for conducting supervision.
 - facilitates a discussion about supervision process to foster supervisory working alliance.
- 2. Goal-Setting:** The supervisor...
 - co-develops specific goals for supervision with supervisee.
 - emphasizes goals that directly benefit therapeutic alliance between supervisee & client (& effectiveness of services provided).
 - is intentional about addressing & evaluating goals in each supervision session.

Giving Feedback & Conducting Supervision (Borders, et.al., 2011)

- 3. Giving Feedback:** The supervisor...
 - provides regular & ongoing feedback.
 - provides direct feedback as needed.
 - pays attention to multiple sources of feedback available to supervisee.

- 4. Conducting Supervision:** The supervisor...
 - adheres to appropriate professional standards (accreditation, certification, & licensure regulations) in establishing frequency & modality of supervision sessions.
 - provides a safe, supportive, & structured supervision climate.
 - uses a variety of supervisory interventions.
 - chooses a group supervision format for multiple reasons; time efficiency is not a primary rationale.

Conducting Supervision (Cont'd) & Supervisory Relationship (Borders, et.al., 2011)

- 4. Conducting Supervision:** The supervisor...
 - chooses a triadic supervision format for multiple reasons; time efficiency is not a primary rationale.
 - employs technology in ways that enhance supervisory process & development of supervisee.
 - actively evaluates course of supervision on an ongoing basis (in both academic & post-degree supervision).
- 5. Supervisory Relationship:** The supervisor...
 - operates with an awareness that supervisory relationship is key to effectiveness of supervision as well as growth & development of supervisee.
 - intentionally engages with supervisee to facilitate development of a productive supervisory relationship & working alliance.
 - attends to ethical & cultural concerns that impact supervisory relationship.

Diversity & Advocacy &

Ethical Considerations (Borders, et.al., 2011)

6. **Diversity & Advocacy Considerations:** The supervisor...
 - recognizes that all supervision is multicultural supervision & infuses multicultural considerations into his/her approach to supervision.
 - encourages supervisees to infuse diversity & advocacy considerations in their work with clients.
7. **Ethical Considerations:** The supervisor...
 - conveys to supervisee that both supervisor & supervisee are expected to adhere to ethical codes & guidelines endorsed by ACA, ACES & other ACA divisions, etc.
 - continually monitors his/her own level of competence in providing supervision & acts accordingly.

Ethical Considerations (Cont'd) *& Documentation* (Borders, et.al., 2011)

7. Ethical Considerations: The supervisor...

- understands that client welfare is his/her first & highest responsibility & acts accordingly.
- does not compromise supervisory relationship by engaging in relationships with supervisees that are considered inappropriate.
- provides ongoing performance assessment & evaluation of supervisee, including supervisee's strengths & limitations.

8. Documentation: The supervisor...

- maintains documentation that provides a system of supervisor accountability.



Evaluation & Supervision

Format (Borders, et.al., 2011)

9. **Evaluation:** The supervisor...
 - understands that evaluation is fundamental to supervision & accepts his/her evaluation responsibilities.
 - clearly communicates evaluation plan to supervisee.
 - encourages ongoing supervisee self-evaluation.
 - takes appropriate steps when remediation is necessary.
10. **Supervision Format:** The supervisor...
 - employs various supervision formats (individual, triadic, peer/colleague review, group supervision) in ways that adhere to accreditation standards & regulations of credentialing bodies (frequency of individual & group supervision) & that meet needs of supervisee, is appropriate to site, & adequately addresses needs of clients.
 - does not choose a format based on what may be convenient for supervisor (ex: saves time).

The Supervisor (Borders, et.al., 2011)

11. The Supervisor: The supervisor...

- is competent in providing clinical supervision.
- can clearly describe purpose of clinical supervision & distinguish it from counseling process as well as from administrative & program supervision.
- has a collaborative relationship with additional supervisors with whom supervisee may be working (ex: clinical, administrative, &/or program supervisor at university, practicum/internship site, &/or work setting).
- engages in self-reflection & other avenues of personal professional development.
- manages supervisory relationship dynamics competently & appropriately.

Supervisor Preparation: (Borders, et.al., 2011)

Supervision Training & Supervision of Supervision

12. Supervisor Preparation: The supervisor(s)...

- has received didactic instruction & experiential training in clinical supervision (concurrent &/or sequential).
- training is based in a developmental perspective & approach.
- didactic instruction includes all topics identified in guidelines published by relevant professional organizations (ACES) & credentialing bodies (NBCC, CRC). This didactic instruction includes:

models of supervision; models of counselor development; formats of supervision; supervisory relationship dynamics; supervision methods & techniques; multicultural considerations; counselor assessment, feedback & evaluation; executive/administrative skills; ethical, legal, & professional regulatory issues; & research on these topics.

Supervisor Preparation: (Borders, et.al., 2011)

Supervision Training & Supervision of Supervision (Cont'd)

12. Supervisor Preparation: The supervisor's...

- training emphasizes theoretical & conceptual knowledge, skills & techniques, & self-awareness.
- training includes appropriate application of teaching, counseling, & consulting skills in supervision.
- training emphasizes role modeling that supervisor provides in all his/her interactions with supervisee.
- training emphasizes supervisory relationship as primary vehicle for learning in supervision.
- training includes an emphasis on managing delicate balance of challenge & support of supervisee.

Supervisor Preparation: (Borders, et.al., 2011)

Supervision Training & Supervision of Supervision (Cont'd)

12. Supervisor Preparation: The supervisor(s)...

- training includes instruction in relevant learning theories, principles, & research.
- is trained to understand that his/her focus includes both clinical & professional development of supervisee.
- training includes recognition of need for different approaches, formats, structures, & types of supervision for different supervision settings (universities, agencies, schools, privately contracted).
- articulates a personal philosophy of supervision as a result of training & supervised experience as a supervisor.
- training includes supervision of supervision based in some form of direct observation of his/her work with supervisees.

The Discrimination Model of Supervision

Basic Concepts:

- Developed in 1970s by Janine Bernard
- Created as a teaching tool to help provide structure to the supervision session
- Breaks supervision down into simplest components
- Non-developmental model of supervision

The Discrimination Model of Supervision, Cont'd

Basic Concepts, Cont'd:

- The model acts as a map to direct teaching efforts of the supervisor
- The focus is on supervisee's skills and functioning
- Ideally, supervisor should view supervisee's work directly (tape or live)
- Through this observation, the supervisor knows which focus area requires further attention

Bernard's (1979) Discrimination Model of Supervision

Supervisor Roles

Focus of Supervision

Teacher

Counselor

Consultant

Intervention

Conceptualization

Personalization

	Teacher	Counselor	Consultant
Intervention			
Conceptualization			
Personalization			

Discrimination Model: *Focus*

Supervisee's Intervention Skills

i.e. behaviors and intervention skills that cater towards a therapeutic purpose

Supervisee's Conceptualization of the Client

i.e. the ability to make sense of client data and to respond to such data

Supervisee's "personhood"

i.e. the supervisee's personal or feeling elements that contribute to the therapeutic process.

Discrimination Model:

Supervisee Skills

Supervisee *Intervention Skills*:

- The skills focus on the activity in the session, not just the internal reality reported by the supervisee
- The skill areas help give focus to the supervision sessions
- Look for skills that are present, but also for skills that are lacking

Discrimination Model:

Supervisee Skills, Cont'd

Supervisee Conceptualization Skills:

- How does the supervisee understand situations, patterns, & themes of client/patient?
 - Often *subtle*
 - Ability to *make sense of information* presented & respond appropriately
 - Identify *themes*
 - Discriminate *essential information*

Discrimination Model:

Supervisee Skills, Cont'd

Supervisee Personalization Skills:

- Who supervisee is & how this impacts the client/patient?
 - *Personality*
 - *Cultural* background
 - *Sensitivity* to others
 - Sense of *humor*
 - Most likely to be *misinterpreted* by supervisor

Discrimination Model:

Supervisee Skills, Cont'd

- Once the skill levels & needs of the supervisee are ascertained, the supervisor is able to choose one of three supervisory **roles** from which to work:
 - 1) *Teacher*
 - 2) *Counselor*
 - 3) *Consultant*
- It is possible that the supervisor may move between all three roles in just one supervision session.

Discrimination Model: *Role*

Teacher

i.e. the supervisor determines what the trainee should learn in order to become competent

Counselor

i.e. the supervisor facilitates the trainee's self-exploration

Consultant

i.e. the supervisor as a resource person and one that promotes the trainee's self-efficacy.

Discrimination Model:

Supervisor Roles

Supervisor Roles:

- **Teacher...**

- *Determine* learning needs
- *Identify & evaluate* where supervisee needs more competence
- *Conducts* basic skills training: teach, model, demonstrate
- Typically used with *beginning level supervisees*

Discrimination Model:

Supervisor Roles, Cont'd

Supervisor Roles, Cont'd:

- **Counselor...**
 - *Encourages* reflection of interpersonal & intrapersonal styles
 - *Focus* is on meaning given to events & feelings about experiences
 - Goal is to *facilitate* supervisee's development by self-exploration & encouragement
 - *Refer* supervisee to personal counseling as needed

Discrimination Model: *Supervisor Roles, Cont'd*

Supervisor Roles Cont'd:

- **Consultant...**
 - Use with *more experienced* or professionally mature supervisee
 - *Shared learning*: more collaboration & brainstorming
 - *Acts* as resource for supervisee, offering suggestions
 - *Allow* supervisee to structure supervision sessions as they need to

Tips & Strategies for Supervising Counseling Students

- Have students build a contract with supervisor (Lazovsky & Shimoni, 2005; Osborn & Kelly, 2010).

Items to include in a contract (Bernard & Goodyear, 1998):

- Purpose, goals, and objectives
 - Context of services
 - Method of evaluation
 - Duties and responsibilities of supervisor and supervisee
 - Procedural considerations
 - Supervisor's scope of practice
- Clearly define role expectations of the supervisee and supervisor (Neufeldt, 1999; Osborn & Kelly, 2010)
 - Openly discuss evaluation procedures and expectations (Lazovsky & Shimoni, 2005; Osborn & Kelly, 2010)

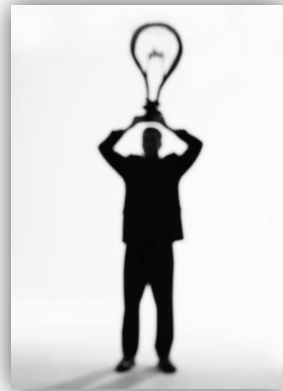


Tips & Strategies to Supervising Counseling Students (Continued)

- Be a supervisor only if you have enough time in your professional life to accept the responsibility and demands of the role.
- Meet the student at his/her level and then build upon that knowledge.
- Move from very structured to less structure (Lazovsky & Shimoni, 2005).
- Provide timely feedback (Curraco & Casey, 2007; Osborn & Kelly, 2010).
- Provide a journal for reflections (Lazovsky & Shimoni, 2005).
- Have a preparation program that focuses on how to handle modern day issues in education (Davis, 2006).
- Observe counseling sessions (recordings or live)

Tips & Strategies to Supervising Counseling Students (Continued)

- Make your expectations clear to the trainee.
- Provide examples of interventions and techniques that have worked in the past.
- Encourage students to take risks and offer opinions.
- Give the counseling student the opportunity to work with a wide variety of clients.
- Foster an environment where communication is encouraged



Advantages to Supervising Counseling Students

- Ability to collaborate and partner with a colleague with a common interest (Clark & Horton-Parker, 2002; Davis, 2006)
- Trainees are schooled on the latest trends and best practices in the field (Lazovsky & Shimoni, 2005).
- Opportunity for future networking with a professional school counselor (Perusse, Goodnough, & Noel, 2001)
- Share responsibilities



Resources

American Counseling Association (ACA). Retrieved from <http://www.counseling.org/>

American School Counselor Association (2005). *The ASCA National Model: A Framework for School Counseling Programs*, Second Edition. Alexandria, VA: Author.

Bernard, J. (1979). Supervisor training: A discrimination model. *Counselor Education and Supervision*, 19, 60-68.

Bernard, J. M., & Goodyear, R. K. (1998). *Fundamentals of clinical supervision* (2nd ed.). Needham Heights: Allyn & Bacon.

Borders, L. D., & Brown, L. L. (2005). *The new hand of counseling supervision*. Mahwah, NJ: Lahaska Press.

Borders, L. D., DeKruyf, L., Fernando, D. M., Fernando, H. L., Hays, D. G., Page, B., & Welfare, L. E. (2011). Retrieved from <http://www.acesonline.net/wp-content/uploads/2011/10/ACES-Best-Practices-in-clinical-supervision-document-FINAL.pdf>

Resources, Cont'd

Clark, M., & Horton-Parker, R. J. (2002). Professional development schools: new opportunities for training school counselors. *Counselor Education & Supervision, 42*(1), 58-75.

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards. Retrieved from <http://www.cacrep.org/doc/2009%20Standards%20with%20cover.pdf>

Curraco, C., & Casey, J. M. (2007). Practicum in counseling: A new training model. *Journal of School Counseling, 5*(26), 1-21. Retrieved from <http://jsc.montana.edu>

Davis, T. E. (2006). Looking forward by going back: A school counselor educator's return to school counseling. *Professional School Counseling, 10*(2), 217- 223. Retrieved from <http://www.schoolcounselor.org>

Resources, Cont'd

- Lazovsky, R., & Shimoni, A. (2005). The working contract between the on site mentor and school counseling students during internship—contents and processes. *Mentoring & Tutoring: Partnership in Learning*, 13(3), 367-382. doi: 10.1080/13611260500105857
- Loganbill, C., Hardy, E., & Delworth, U. (1982). Supervision: A conceptual model. *The Counseling Psychologist*, 10(1), 3-42.
- Neufedlt, S. A. (1999). *Supervision strategies for the first practicum* (3rd ed.). Alexandria, VA: American Counseling Association.
Professional practice: Supervisor qualifications and support.
- Osborn, C. J., & Kelly, B. L. (2010). No surprises: Practices for conducting supervisee evaluations. In J. R. Culbreth & L. L. Brown (Eds.), *State of the art in clinical supervision* (pp. 19-44).
- Perera-Diltz, D. M., & Mason, K. L. (2012). A National Survey of School Counselor Supervision Practices: Administrative, Clinical, Peer, and Technology Mediated Supervision. *Journal Of School Counseling*, 10(4)
- Pérusse, R., Goodnough, G. E., & Noël, C. J. (2001). A national survey of school counselor preparation programs: screening methods, faculty experiences, curricular content, and fieldwork requirements. *Counselor Education & Supervision*, 40(4), 252-262.