SUPERVISION

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WHAT IS SUPERVISION?
An intervention provided by a more senior member of a profession to a more junior member, or members, of that same profession.

- (Bernard, 2004)

The relationship is:
- evaluative
- extends over time
- enhances the professional functioning of the supervisee
  - monitor the quality of services to the client
  - supervisors serve as gatekeepers of the profession
Supervision v. Teaching.

- Both are evaluative
- Both serve a gate-keeping function
- Teaching relies on specific teaching goals that are generally applied to all.
- Supervision is tailored to meet the needs of the supervisee and their client.
Supervision v. Counseling

- Therapeutic interventions are limited to helping supervisee become more effective with clients.
- Clients generally come to counseling voluntarily.
- Supervision is required.
- Choice of supervisor is limited
- Supervision is Evaluative
A Good Counselor Does Not Necessarily Equal A Good Supervisor
Consultation often occurs between individuals of different disciplines.

Consultation generally is one-time only or as needed while supervision is generally ongoing.

Consultation is often sought out while supervision is required.

Consultation is often between equals while supervision is generally between an experienced individual and a novice.
Purpose of Supervision

- Foster awareness
- Maintenance of service standards
- Increase clinical skill
- Help supervisee overcome personal and intellectual obstacles
- Enhance supervisees’ understanding of clientele
- Increase understanding of counseling profession and administrative functions
Why do we need supervision?

- Serves as a gate-keeping function
- Provides needed training for supervisees
- Provides opportunity to evaluate counselor trainee’s skill development
- Required by accrediting bodies (CACREP) and state standards.
CACREP
The Council for the Accreditation of Counseling and Related Educational Programs.
Students must complete a supervised practicum of a minimum of 150 clock hours.

Students must complete a supervised internship of a minimum of 600 clock hours.

Student’s performances must be evaluated throughout the practicum/internship and include a formal evaluation after the student completes the practicum/internship.

CACREP (2009)
Must hold a minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including certifications and/or licenses.

A minimum of 2 years of pertinent professional experience in the program area in which the student is completing clinical instruction.

Knowledge of the program’s expectations, requirements, and evaluation procedures for students.  

(CACREP, 2009)
Kentucky Education Professional Standards Board approved the latest school counselor training standards in January 2005.

Kentucky standards incorporate the ASCA National Model and CACREP national counselor preparation standards.
A. Foundation of School Counseling
B. Contextual Dimensions of School Counseling
C. Knowledge and Skill Requirements for School Counselors
   1. Program Development, Implementation, & Evaluation
   2. Counseling & Guidance
   3. Consultation
D. Clinical Instruction
Basic Elements of a “Good” Supervisor

- Understands the roles and functions of a supervisor
- Organizes the supervisory experience using a model of supervision and various methods
- Aware of the ethical and legal considerations
- Skilled at developing an effective supervisory relationship.
WORKING ALLIANCE
The Working Alliance

- The working alliance is a collaboration to change, and is composed of three elements:
  - Extent to which the therapist and client agree on goals
  - Extent to which they agree on the tasks necessary to reach those goals
  - The bond that develops between them

- (Bernard, 2004)
CULTURAL CONSIDERATIONS
Just as culture cannot be ignored in counseling relationships, nor can it be ignored in supervision.

- All supervision is cultural.
- Power differentials inherent in supervision may be enhanced by cultural concerns.
Encourage supervisees to identify and share salient features of their culture in supervision

Identify and share your own cultural experiences

Explore the relationship between cultural similarities and differences

Provide experiences to enhance cultural competence
Roles and Functions

- Teacher
- Counselor
- Consultant
- Evaluator
- Administrator
ROLES AND FUNCTIONS OF SUPERVIORS
Roles and Functions of the Supervisor as “Teacher”

- Evaluate observed counseling session interactions
- Identify effective and ineffective interventions
- Teach demonstrate or model intervention techniques
- Explain rationale behind specific strategies
- Interpret significant events in counseling sessions
Roles and Functions of the Supervisor as “Counselor”

- Explore supervisee’s feelings during counseling or supervision session
- Explore supervisee’s feelings about specific techniques and interventions
- Facilitate supervisee’s self exploration of confidence or concerns in sessions
- Help supervisee define personal growth areas
- Provide opportunities for supervisees to process own affect or defenses
Roles and Functions of Supervisor as “Consultant”

- Provide alternative interventions and/or conceptualizations for trainee use
- Encourage brainstorming of strategies and interventions
- Encourage discussion of client problems, motivations, etc
- Solicit feedback from supervisee as to effectiveness of session
- Ask supervisee to structure the session (Bernard and Goodyear, 2004)
Roles and Functions of Supervisor as “Evaluator”

- Provide regular and systematic feedback and evaluation
- Provide information to graduate school programs, prospective employers, licensing boards and professional associations
- Provide references when requested by licensing board or another agency
Monitor supervisees’ adherence to policies and procedures of the agency
Monitor legal and ethical matters and documentation of client sessions
Help supervisee navigate bureaucracies
Monitor supervisees’ adherence to reporting laws
Monitor confidentiality of records
A client arrived for her appointment wearing a distinctive coat. The therapist remarked on its bright and beautiful colors. At the end of the day, the therapist returned home to find a box with an identical coat on her doorstep. The note said the client had made a big effort to find the identical coat as a way to say thank you for all the help she had received.
The clinician is your supervisee. She states that when trying to return the gift to the client, the client became distraught and said it felt like a rejection of her. The client asked the therapist to keep the coat at least until the next session and if the therapist still wanted to give it back, she would take it. The client stated that she could not return the coat because it was on sale.
Roles and Functions Case Study

- What are the main issues in this situation?
- What supervisory roles will be most useful to you in addressing these issues?
- How do you see yourself structuring the feedback you will give?
- What personal concerns may be raised for you by this situation?

(Fall and Sutton, 2004)
TYPES OF SUPERVISION
Types of Supervision

- Dyadic (Individual)
- Triadic
- Live
- Group
- Reflecting Team
1. Self-report
2. Process Notes
3. Audiotape
4. Videotape
5. Live Observation
Triadic Supervision

- Relatively new form of supervision
- Key difference: Two counselors and one supervisor
- Advantages/Disadvantages?
- One model is the Reflective Model of Triadic Supervision
  - Stinchfield, Hill and Kleist (2007)
Live Supervision

Methods of live supervision

(1) Bug-in-the-ear (BITE)
(2) Monitoring
(3) Walk-in
(4) Phone-ins and Consultation breaks
(5) Using Computers for Live Supervision (Bug-in-the-eye)
CACREP outlines that practicum and internship students will participate in 1.5 hours of group supervision every week.
Reflecting Team

- Developed by Tom Andersen 1987
- Allows opportunity for supervisee to listen to feedback without immediately responding
- Three step model
  - Present case
  - Listen to feedback from reflecting team (i.e. supervisor and other supervisees)
  - Reflect on feedback that was most pertinent for supervisee and any follow up
- Often used in combination with other forms of supervision
WHAT NOT TO DO!
TOP TEN LIST
How to Be a Lousy Supervisor

10. Don’t reveal any of your own shortcomings to your supervisee
9. Don’t provide a sense of safety so that your supervisee can reveal his or her doubts and fears about competency
8. Place the importance of service delivery above your supervisee’s educational needs
7. Ignore your supervisee’s need for emotional support in a new and challenging context
6. Allow Yourself to feel threatened by your supervisee’s competencies
5. Insist that your supervisee work from the same theoretical orientation that you do
4. Demand your supervisee “act like a student rather than a colleague.”
3. If you sense conflict in the relationship, don’t bring it up.
2. Be sexist, ageist, multiculturally incompetent, and the like.
1. DON’T TAKE YOUR SUPERVISEES EXPRESSED CONCERNS ABOUT ANY OF THE ABOVE ISSUES SERIOUSLY.
MODELS OF SUPERVISION
The Integrated Development Model (IDM)

- Four Stages of Development
  - Level 1, Level 2, Level 3, Level 3i

- Three Structures for Professional Growth
  - Self-Other Awareness
  - Motivation
  - Autonomy
The Integrated Development Model (IDM)

- Eight Domains of Professional Functioning
  - Intervention Skills Competence
  - Assessment Techniques
  - Interpersonal assessment
  - Client conceptualization
  - Individual differences
  - Theoretical orientation
  - Treatment plans & goals
  - Professional Ethics
## Integrated Development Model

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<tr>
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<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 3i</th>
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<tbody>
<tr>
<td><strong>Self-Other</strong></td>
<td>Self-focus</td>
<td>Other</td>
<td>Self &amp; Other</td>
<td>Integrated</td>
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<tr>
<td><strong>Motivation</strong></td>
<td>High</td>
<td>Fluctuating</td>
<td>Consistent</td>
<td>Integrated</td>
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<tr>
<td><strong>Autonomy</strong></td>
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<td>Fluctuating</td>
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Bernard’s Discrimination Model

- Places more emphasis on situational need than developmental level
- A social-role model, it places emphasis on the different roles the supervisor can take
- Offers more freedom for the supervisor to determine appropriate interventions
## Discrimination Model

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<tr>
<td><strong>Intervention</strong></td>
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<td><strong>Conceptualization</strong></td>
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EVALUATION
Evaluation

- Formative
  “Stresses process and progress rather than outcome. Skill acquisition and professional growth through direct feedback” (Bernard, Goodyear, 2002)

- Summative
  Supervisees report not getting ENOUGH feedback! Clarity of feedback is crucial (Kadushin, 1997)
Favorable conditions for evaluation

- Acknowledge the unequal relationship
- Strive for clarity
- Address defensiveness openly
- Address individual differences openly
- Explain evaluation process
- Evaluation should be continuous and mutual
- Be flexible
Favorable conditions

- Ensure strong administrative structure/support
- Resist premature evaluations
- Ask for feedback . . . and use it
- Attend to the relationship
- If you don’t enjoy supervision . . . Don’t be a Supervisor! (Goodyear, Bernard 2002)
9 trainee functions that have been cited as relevant to success

- Open
- Flexible
- Positive
- Co-operative
- Express feelings appropriately and effectively
- Willing to accept and use feedback
- Aware of impact on others
- Ability to deal with conflict
- Accept personal responsibility

(Frame & Stevens, 1995)
1. Establishing a Supervisory Contract

2. Establishing a Supervisory Relationship

3. Understand what the supervisee should know and should be doing

4. Selecting Supervision Format & Models
Supervisory Contract

- Meet with supervisee prior to the beginning of practicum.
- Establish training goals.
- Describe criteria for evaluation.
- Discuss formative and summative evaluation processes.
- Identify supervision methods that will be used.
- Identify length and frequency of supervision contacts.
Disclosure Statement

- Name, title, business, and phone
- Listing of degrees, credentials, and licenses
- General areas of competence
- Statement documenting training in supervision
- Statement addressing models or approaches
- Description of evaluative process
- Statement of limits and scope of confidentiality
- Fee Schedule
- Emergency contact numbers
- Statement indicates following a relevant credentialing body
Basic components of supervision note

- Supervisor name and credentials
- Supervisee name and credentials
- Names (first only) of client and whether or not saw/heard tape
- Pre-session goals
- Extent to which goals were met
- Major topics that emerged during supervision session
- Client-focused interventions and why implemented
- Supervisee-focused interventions and why
- Goals for next supervision
- Risk management concerns
- Signature
Criteria for selection of Supervision Interventions:

1. Supervisee’s learning goals
2. Experience level and developmental issues
3. Learning style
4. Supervisor goals for the supervisee
5. Supervisor’s theoretical orientation
6. Supervisor’s own learning goals for the supervisory experience
Please answer the following questions and submit to Dr. Pender at rpender@murraystate.edu

Choose one model of supervision and describe why this model seems to fit your view of supervision.

Think back to when you were a supervisee, what were some challenges to the supervision process and how might you navigate through those challenges as a supervisor?