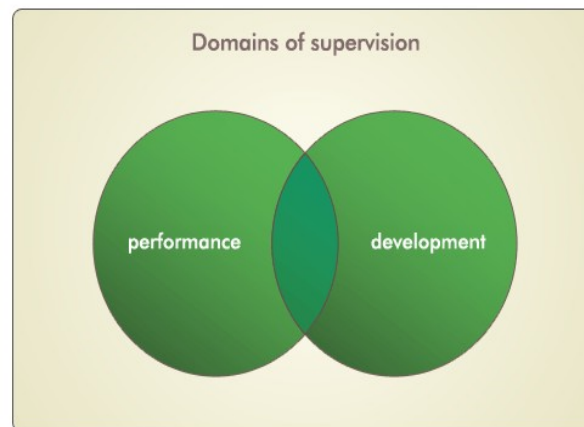


The Basics of Supervision for Counselors

Best Practices in
Counseling Supervision

What is Supervision?

“Supervision is a joint endeavor in which a practitioner with the help of a supervisor, attends to their clients, themselves as part of their client practitioner relationships and the wider systemic context, and by so doing improves the quality of their work, transforms their client relationships, continuously develops themselves, their practice, and the wider [profession]” (Hawkins & Shohet, 2012, p.60)



CACREP 2016 Standards

Section III

P. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision

ACA Code of Ethics

- **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 Standards

- **C.3. Collaborating and Educating Around the Role of the School Counselor**

The school counselor, school counseling program supervisor/director and school counselor educator:

- a. Share the role of the school counseling program in ensuring data driven academic, career/college and personal/social success competencies for every student, resulting in specific outcomes/indicators with all stakeholders.
- b. Broker services internal and external to the schools to help ensure every student receives the benefits of a school counseling program and specific academic, career/college and personal/social competencies

Ethical Practices in Counseling Supervision

(Bernard & Goodyear, 2014)

Supervisors should ensure that their supervisees are well informed about the processes and expectations of supervision (supervision contracts)

Supervisors should clarify their gatekeeping responsibilities with supervisees at the beginning of supervision so that they know the conditions necessary for their success

Supervisees should be apprised of the supervision methods that will be used, the time that will be allotted for supervision, the expectations of the supervisor, the theoretical orientation of the supervisor, and the type of documentation required for supervision

Informed consent is only partially applicable to supervision because once a person enters a training program, that person's options become limited, as the requirements for success are predetermined and should have been already made available prior to the student entering the program

Purpose of Supervision

- Supervision promotes counselor competencies, *knowledge and skills* (Perera-Diltz & Mason, 2012)
- Supervision encourages accountable counseling services & programs; both a *responsibility & a challenge for professionals* (Perera-Diltz & Mason, 2012)
- Gatekeeping in counselor education is an ethical responsibility and professional best practice (Schuermann, Avent Harris, & Lloyd-Hazeltt, 2018)
- Serves the basic functions of providing support and instruction to supervisees while ensuring the wellbeing of both clients and the profession (Bernard & Goodyear, 2014)
- Integrates the developmental role of educator with that of being the provider of support (Hawkins & Shohett, 2012)
- Provide opportunities in learning about the school environment; *vital for leading to effective school counseling services* (Perera-Diltz & Mason, 2012)

Significance

- Clinical supervision is the primary means of transmitting the profession to future generations and may be considered a distinct professional competency in its own right (Falender & Shafranske, 2015)
- Without training, counselor supervisors will often supervise the way they were supervised, which can result in a pattern of inadequate supervision.



Best Practices in Clinical Supervision

- [Best Practices in Clinical Supervision](#) (Adopted by *ACES Executive Council* (April 22, 2011) shows a broad review of interdisciplinary research, expert consensus in professional literature, legal precedents, input from a range of supervision practitioners, and consensus of taskforce members (Borders, Glossoff, Welfare, Hays, DeKruyf, Fernando, Page, 2014)

Best Practices in Clinical Supervision

- **Best Practice Guidelines** are intended to...
 - ▶ support supervisors in their work
 - ▶ be relevant & practical
 - ▶ augment judgment of supervisors as they strive to do the following... (next slide)

(Borders, Glossoff, Welfare, Hays, DeKruyf, Fernando, Page, 2014)

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., 2014)

Supervision Best Practices (Border 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 Cont'd: 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 Cont'd: 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: Supervision Training & Supervision of Supervision (Borders, et.al., 2011)

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: Supervision Training

Supervision of Supervision (Cont'd) (Borders, et.al., 2011)

12. Supervisor Preparation Cont'd: 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: Supervision Training & Supervision of Supervision (Cont'd) (Borders, et.al., 2011)

12. Supervisor Preparation Cont'd: 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

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

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			

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*

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*

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*

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*

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

(Bernard & Goodyear, 2014)

The process of evaluation has 6 elements:

- Negotiating a supervision—evaluation contract
- Choosing evaluation methods and supervision interventions
- Choosing evaluation instrument(s)
- Communicating formative feedback
- Encouraging self-assessment
- Conducting formal summative evaluation sessions

Use a Supervision-Evaluation Contract—unlike a syllabi, the supervision contract should include individualized components and should be referred to frequently and progress towards goals that should be monitored at each supervision meeting

Tips & Strategies to Supervising Counseling Students

(Bernard & Goodyear, 2014)

Engage in supervision *only* if rewarding or enjoyable

Keep an eye on the relationship—it influences all aspects of supervision

Feedback should be offered regularly and based on direct samples of the supervisee's work when possible

Provide timely feedback

Supervisors must ensure that the supervisee keeps all the client information confidential except for the purposed of supervision

Supervision training lessens the likelihood of inadequate supervision

Observe counseling sessions (recordings or live)

Tips & Strategies to Supervising Counseling Students

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 (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 (Borders, 2014)

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