ORIENTATION TO COUNSELOR SUPERVISION

New Jersey City University

Jean Georgiou, Ed.D., LPC, NCC, ACS

- Please keep in mind that here at NJCU we incorporate the Council for Accreditation of Counseling & Related Educational Programs (CACREP) Standards for Supervision in our Practicum and Internship courses.

WHAT IS SUPERVISION?

- *According to (Bernard & Goodyear, 2009) Supervision is often considered an intervention provided by a more senior member of a profession to a more junior member or members of that same profession.*

- *The supervised relationship promotes the development of responsibility, skills, knowledge, attitudes and adherence to ethical, legal and regulatory standards in the practice of clinical social work, marriage and family therapy, school counseling and mental health counseling.*

- *Supervision is often face-to-face contact between an intern and a supervisor during which the intern apprises the supervisor of the diagnosis and treatment of each client, client cases are discussed, the supervisor provides the intern with oversight and guidance in diagnosing, treating and dealing with clients, and the supervisor evaluates the intern's performance.*

SUPERVISION IS ALSO…

- evaluative and hierarchical
- extends over time
- has the simultaneous purposes of enhancing the professional functioning of the more junior person(s)
- monitoring the quality of professional services offered to the client while serving as a gatekeeper for those who are entering the particular profession

(Bernard & Goodyear, 2009)

MODELS OF SUPERVISION

THERE ARE SEVERAL MODELS OF SUPERVISION. THESE MODELS ARE GROUNDED IN THE FOLLOWING THEORIES/MODELS:

PSYCHOTHERAPY THEORY

DEVELOPMENTAL MODELS

SOCIAL ROLE MODELS

JUST HOW DOES ONE CHOOSE THEIR SUPERVISION MODEL?

This is a great question and one that can often get complicated.

Knowing oneself is a a great place to begin this course of action.

So let's see if we can't simplify this process.

Supervisors are first therapists/counselors whether mental health clinicians or school counselors. This experience is an important factor for so many reasons including but certainly not limited to;

- years of experience as clinician/counselor,
- this provides the supervisor with a strong foundation in theory,
- years of experience receiving one's own supervision,
- this assists them in choosing their model of supervision,
- taking classes or workshops providing additional knowledge in area of supervision.

CHOOSING A SUPERVISION MODEL

- Choosing a supervision model is similar to choosing a theoretical model.

- It is important to consider many factors regarding one's style.

- It is important to consider one's own overall behavior, beliefs, and experiences.

- When choosing one's supervision model it may also be important to consider the population of supervisees one may be working with.

- It is also important to consider the platform in which you will be providing supervision (there also may be requirements made by the employer/institution).

- In addition, you may identify techniques and skills important to you as a supervisor.

- As Bernard & Goodyear, 2009, suggest there are at least six steps to this process.

SUCCESSIVELY HIGHER ORDERED DETERMINANTS OF SUPERVISOR BEHAVIOR

(BERNARD & GOODYEAR, 2009, P. 79)

Assumptive World

Theoretical Orientation

Style-Role

Strategy-Focused

Format

Technique
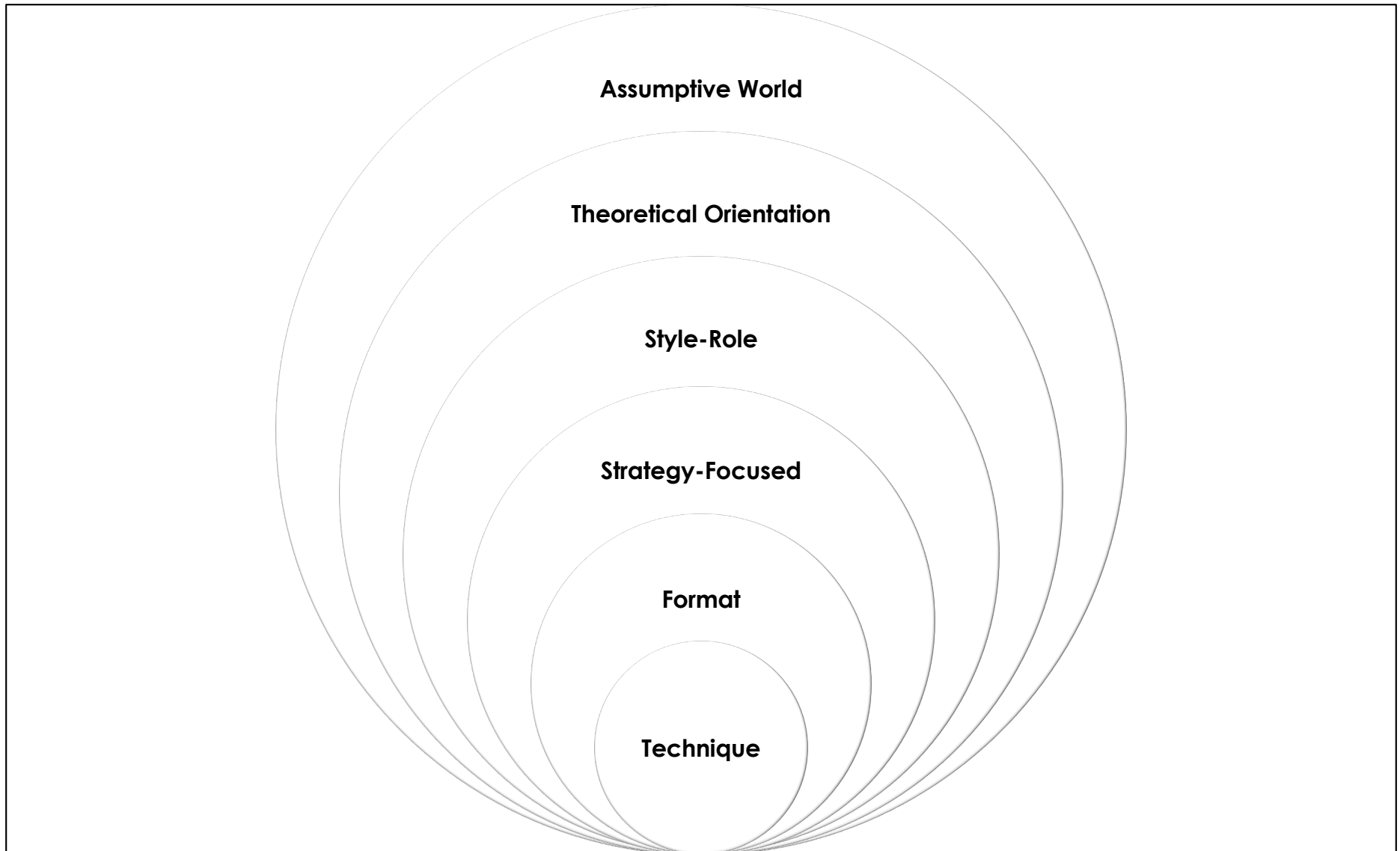
By now most, if not all of you know what your ***Assumptive World*** looks like.

Not only is this the lens with which we view the world, but also the one that we see through the experience of our own lives, including our past, present, future, profession, training, values, morals, and our overall outlook on life.

Your **Assumptive World** influences your *Theoretical Orientation.*

Since you have experience as a clinician (whether mental health or school counselor) you probably are also comfortable with your **Theoretical Orientation.**

Your **Theoretical Orientation** in turn effects your **Style-Role** of supervision (the style in which you like to provide supervision).

- Your **Style-Role** that you choose to utilize will determine your **Strategy Focus.**

- Thus the **Focus** of your **Strategy** will influence the **Format** (individual, triadic, group, or a combination) of which you use in your supervisory role. Although often times one's format is determined by the institution that they are working for.

- Finally, your **Format** as well as your **Strategy-Focus**, **Style-Role**, **Theoretical Orientation**, and your **Assumptive World**, will ALL influence and determine the **Techniques** that you use during supervision as indicated in the following illustration.

Assumptive World

Techniques

Theoretical Orientation

Format

Style-Role

Strategy Focus

IMPORTANT SUPERVISORY SKILLS TO DEVELOP

Trust	Motivation	Encouragement	Success
Communicate	Creativity	Inspire	Vision
Support	Passion	Decision Making	Empowerment
Training	Guidance	Integrity	Challenge
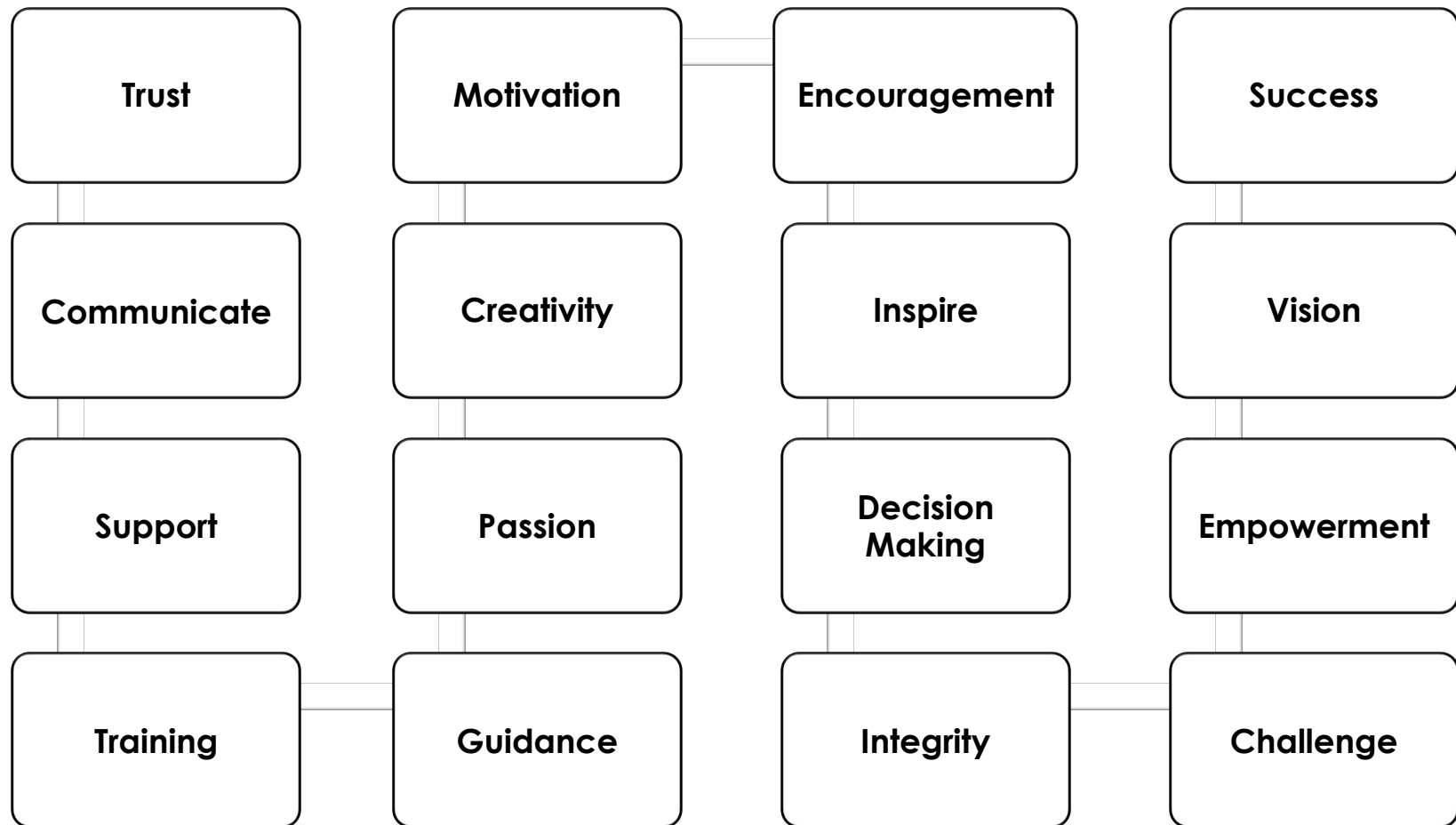
A BRIEF LOOK AT TWO MODELS OF SUPERVISION

- Among the most well known models of supervision are the Discrimination Model (which falls under the Social Role Models) and the Developmental Model (Bernard & Goodyear, 2009).

Here at NJCU in the Counseling Program we find both

The

Discrimination   &   Developmental

Model   Model

useful in group supervision in the classroom and supervision at various sites.

- While these models clearly have differences, they also have similarities.
- Both of these models offer a strong foundation for the beginning Intern, the Practicum student, and a platform for the Internship I & II students to build upon.

Let's take a look at both models more closely.

DISCRIMINATION MODEL

"...The supervisor's approach is determined by the individual training needs of each trainee."

(Bernard& Goodyear, 2009)

ADDRESSING SUPERVISEE NEEDS: THREE LEVELS

1. Supervisee's *process* and *interventions*
   --What is happening

2. Supervisee's *conceptualization* skills
   --Understands what is happening

3. Supervisee's *personalization* skills
   --Personal style

DISCRIMINATION MODEL: SUPERVISOR'S ROLES

- Teacher: focused more on intervention skills, directive, structured and didactic

- Counselor: process critical incidents and unresolved concerns, help become self-aware and self-reflective, provide support

- Consultant: for advanced supervisees, relating more as colleagues and collaborators

- The Discrimination Model is compared to the tandem bike metaphor.

At first, the supervisee rides on the back of the supervisor's bike. While both are peddling, it is the supervisor who is braking, providing direction, structure, and speed.

(Milne, 2009)

- When the two cyclists ride one behind the other on separate bikes, there is little or no opportunity to collaborate and communicate and more confusion.

- On this shared journey, the supervisor and supervisee face some unfamiliar problems and they both work together to find a solution.

THE DEVELOPMENTAL MODEL: A CONTINUUM

The Developmental Model offers a degree of appeal as it is, According to Bernard & Goodyear, (2009), hopeful in that it suggests change with experience, whether that change occurs in a linear, stage-like manner or as a function of smaller, more idiosyncratic episodes

(p. 100)."

- *This concept of supervision suggests more of a crawl, walk, run concept!*

With different degrees of supervisor's assistance along the journey as needed!

Level One:
Focuses on skills, anxiety & performance, → **needs positive feedback.**

Level Two:
awareness of strengths & weaknesses, reflects on personal development → **becomes more autonomous.**

Level Three:
Collegial, self-confident and self-evaluative. → **Integrates counselor identity, ethics, and practice.**

(Stoltenberg & Delworth, 1988)

8 DOMAINS OF PROFESSIONAL FUNCTIONING IN WHICH THE SUPERVISEE WILL DEVELOP

Intervention skills competence

Assessment techniques

Interpersonal assessment

Client conceptualization

Individual differences

Theoretical orientation

Treatment plans and goals

Professional ethics

(Bernard & Goodyear, 2009; Stoltenberg et al., 1998)

THE NEW PRACTICUM STUDENTS

- Are both excited and nervous
- Want to do the best they can
- Want to learn as much as possible
- Look to the site supervisor for direction, permission, and above all supervision
- Gain confidence and trust through the working relationship with the site supervisor

THE SUPERVISION AGREEMENT

- Sets clear expectations by the site supervisor of the student
- Sets clear expectations by the student of the site supervisor and the site
- Maintains ongoing communication
- Develops the working alliance
- Provides clearly stated responsibilities
- Provides tool to resolve difficulties

DYNAMICS OF THE SUPERVISION HOUR

- Supervision process
- Supervisor's role(s)
- Working relationship between supervisee and supervisor (rapport building, maintenance)
- Client cases
- Development of supervisee as a professional counselor

- Change process (according to readiness and resistance)

- Reviewing paperwork (supervisee obtaining supervisor's approval and signature as needed)

- Questions, issues, resolution

- Additional guidance in field experience (at the discretion of the site supervisor)

GREAT DIALOGUE STARTERS…

- Let's go over your cases.

- What do you need to know about…

- How can we best spend our hour today…

- Any immediate concerns that you would like to discuss?

- Anything come up that you were unsure how to handle?

Any difficult clients or situations?

- What isn't working well for you and how might I assist you in changing it?
- If I were the client what would you say to me?
- What have you learned since our last supervision meeting?
- What could you do more of next time?
- What could you do less of next time?

What's working well for you?

- Has anything unexpected happen (positive or negative)?

- What did you learn from your client?

- What theoretic orientation are you using?

- What techniques are you utilizing?

- Is there anything else I can help you process today?

NECESSARY METHODS OF SUCCESSFUL SUPERVISION

- Provide a minimum of one hour per week of individual supervision at a regularly scheduled time and location

- Utilize supervision hour as an examination of students' work and provide necessary feedback. (note: This may include listening/viewing audio/video tapes, observation, and/or live supervision)

- Maintain supervision notes
- Monitor, review and verify client case notes and reports as per site policies
- Approve, verify and sign student's weekly logs, and appropriate documentation at the end of each week
- Promote professional counselor identity and development by providing challenges and opportunities to improve skills

- Be approachable and available to supervisees who may have questions or need assistance in between weekly supervision.

- Maintain, utilize, and exemplify appropriate multicultural sensitivities and ethical values.

- Use appropriate supervision model (such as Discrimination or Developmental Models of Supervision) in the analysis of overall supervision process.

EVALUATION OF STUDENT

Evaluation is an ongoing process

- Continue to evaluate the student/intern throughout the semester
- Provide a written evaluation of the student/intern using the Mid-Semester Evaluation Form
- Provide a written evaluation of the student/intern using the Final Evaluation Form

- Both evaluations are based on criteria established by The University Program (including narrative and objective rating scale sections)
- Contact University Supervisor if and when necessary regarding any concerns on the student's final evaluation

EVALUATION OF SELF AS SUPERVISOR

- Ask students/interns if they are receiving the supervision that they need from you as site supervisor when you meet with them at the halfway mark and at the end of their practicum or internship experience

- Supervisees are asked to complete an evaluation form at the end of the semester evaluating their supervisory experience including their one on one supervision time at their site (this information can be very valuable)

- Evaluating oneself is an equally important part of the supervisory process

REFERENCES

Bernard, J. M., & Goodyear, R. K. (2009). *Fundamentals of Clinical Supervision (4th ed.)*. Upper Saddle River, New Jersey, Pearson.

Milne, D. (2009). *Evidence-Based Clinical Supervision: Principles and Practices*. Hoboken, NJ: Wiley-Blackwell.

Stoltenberg, C. D., & Delworth, U. (1988). *Supervising counselors and therapists*. San Francisco: Jossey-Bass.

Webber, J. (2013). *Orientation to Counselor Supervision*, Power Point. New Jersey City University, New Jersey.