Clinical Supervision Definition

• In counseling, clinical supervision is defined as “An intervention provided by a more senior member of a profession to a more junior colleague or colleagues who typically (but not always) are members of the same profession” (Bernard & Goodyear, 2014, p.9).
Purpose and Goal of Clinical Supervision

In the field of counseling, there are two purposes of clinical supervision:

1. Facilitate professional and personal growth and development for the supervisee
2. Ensure client welfare
The supervisory relationship

• The supervisory relationship is the heart and soul of supervision

• Trust is essential

• Safe and trusting environment
  (Borders & Brown, 2005)
Cultural Competence in Supervision

• The ACA Code of Ethics (2014)

• Supervisor’s reactivity to cultural diversity

• Supervisor/Supervisee Perceptions
  (Duan & Roehlke, 2001)
Supervision Models

• Discrimination model as a tool for supervisors-in-training

• Primary goal- Organization of the supervision session

• Three areas of focus for supervisors
  (Bernard, 1997; Bernard & Goodyear, 2014; 2018)
Areas of Focus

• Process Skills

• Conceptualization Skills

• Personalization Skills
Three Supervision Roles

• Teacher

• Counselor

• Consultant
Teacher Role

• Sharing information

• Recommend resources

• Modeling

• Used extensively with novice supervisees
Counselor Role

• Facilitate self-awareness

• Address personal issues that hinder the counseling process

• Provide empathy and support

• Enhance supervisee reflectivity
Consultant Role

• Used more frequently with advanced supervisees

• Often used to brainstorm solutions or options
Examples of Focus and Role Intersections of Bernard’s Discrimination Model (Bernard & Goodyear, 2014)

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<th>Focus of Supervision</th>
<th>Teacher</th>
<th>Counselor</th>
<th>Consultant</th>
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<td>Intervention</td>
<td>Supervisee struggles to exhibit immediacy with clients. Supervisor not only models how the supervisee might use immediacy with one of supervisee’s clients, but models immediacy in the supervision session.</td>
<td>Supervisee appears unable to challenge one of her clients. Supervisor asks supervisee to reflect on the fact that she communicates a desire to help her client, but is not doing what is needed for the client to achieve insight and change behavior.</td>
<td>Supervisee is intrigued by the prospect of using music in his counseling with middle-school children. Supervisor provides supervisee with the resources for using art forms in child counseling, and offers to help him brainstorm how he might apply what he has learned to his counseling.</td>
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| Conceptualization    | Supervisee does not identify the crux of the client’s presenting concern  
Supervisor requires the supervisee to prepare a transcript of the session and uses it to review client statements, identifying the statements that are directly related to the client’s presenting concern and those that are not | Supervisee assesses a young African American male client at a drug rehab unit as being hostile and resistant  
Supervisor reflects the supervisee’s fears in working with this client as one intervention to help the supervisee understand what is blocking her empathy for her client, and thus making it unlikely that she will understand his behavior within a larger systemic context | Supervisee shares that he would like to know more about Motivational Interviewing (MI)  
Supervisor assists the supervisee in identifying resources and also discusses the possibility of using some of the principles of MI in goal setting for one of his clients |
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| Personalization     | Supervisee treats his older female client in a manner that the supervisor finds condescending  
Supervisor reviews video recording of session with supervisee and gives him feedback about one such exchange, pointing out how this is different from his usual demeanor | Supervisee’s desire to avoid making any mistakes leaves her distant and overcontrolling in her counseling sessions  
Supervisor reflects the supervisee’s feelings of anxiety and need to be perfect, and asks supervisee to consider how her needs and the behaviors that follow might be affecting her clients | Supervisee shares that she is attracted to one of her clients  
Supervisor offers herself as a sounding board for the supervisee while communicating assurance that the supervisee is handling the issue appropriately and professionally |
Different Levels of Counselor Development

• Stoltenberg’s Integrated Developmental Model (IDM) (Stoltenberg & McNeill, 2010)

• Three Developmental Levels
Level I Supervisees

• Self and Other Awareness, Motivation and Autonomy

• Tend to lack self-and other-awareness

• difficulty empathizing with others and noticing their own emotions

• tend to have low self-and other-awareness, high motivation and low autonomy

• Criticism
Level II Supervisees

• Moving beyond early challenges
• Less anxious and more aware of self and others
• More able to understand the client’s world
• More empathy due to less anxiety
• Fluctuation in confidence, motivation and autonomy
Level III Supervisees

- More stable and confident
- More complex understanding
- Tolerate ambiguity
- Developed skillset
- Fine-tuning
- More receptive
According to Neufeldt (2007), effective supervision includes:

• Evaluating
• Teaching
• Modeling
• Enhancing awareness
• Encouraging exploration

• The Department of Counseling believes these are effective steps in providing supervision
Effective Supervision Activities: Evaluation

• Observing recordings of sessions, the supervisor considers if the supervisee’s behaviors:
  - are appropriate for the client in the moment;
  - are culturally appropriate;
  - are a good demonstration of the supervisee’s skill set

• After the observation, the supervisor elicits the supervisee’s feelings about performing as a counselor

• The supervisor explores those feelings and provides validation for the supervisee’s thought process.
Effective Supervision Activities: Teach and Model

• In this mode, the supervisor will first teach a technique, skill or concept verbally

• The supervisor will show a recording or demonstrate an appropriate use of the technique with the supervisee

• The supervisor asks the supervisee to perform a role play of the skill with various situations in mind in order to assist the supervisee in feeling more comfortable with the skill in question

• Then the supervisor asks the trainee to process the experience. This often involves the supervisee’s experience of practicing the skill
Effective Supervision Activities: Enhance Awareness

• Trainees must learn to accept and use their feelings to understand their clients and themselves

• The supervisor encourages the trainee to notice these feelings and consider their meaning

• This can be difficult for beginning trainees. They often believe that they should always like their client and feel empathy towards them

• This also can be a time to challenge preconceived notions about culture.

• If the counselor does not acknowledge these feelings, they may act them out in an inappropriate fashion
Effective Supervision Activities: Encourage Exploration

• In this context, the supervisee is encouraged to explore feelings within the supervision session
• This shifts from the relationship between supervisee and client to supervisee and supervisor
• In this instance the supervisor can start with self-disclosure revealing a hypothesis about the supervisee or even about observed behaviors
• The supervisee can respond and then feelings can be explored further
Additional Resources


Department of Counseling Clinical Sequence Orientation
Components of the Orientation

• Department’s philosophy regarding supervision in the internship experience
• Specific requirements of interns and supervisors
• Useful elements of an effective supervisory relationship
Internship Philosophy

• All parties possess responsibility in the process.
• Developmental
  - Following
  - Build relationships and network
  - Apply skills and build confidence
  - Acquire new skills
  - Become more intentional
Council for the Accreditation of Counseling & Related Educational Programs (CACREP, 2009)

www.cacrep.org

Eight Common Core Experiences:
1. Professional Orientation and Ethics
2. Social and Cultural Foundations
3. Human Growth & Development
4. Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research & Evaluation
The Clinical Sequence

- On-campus counseling experiences integrated into the following coursework:
  - Counseling Theories
  - Basic Skills in Counseling
  - Advanced Skills in Counseling

- 100 hours (40 direct client hours) of supervised counseling experiences in campus, school, and community settings. Weekly individual and group supervision by university supervisors is required.

- 600 hours (240 direct client hours) of supervised counseling experience. One hour weekly of individual supervision provided by the site supervisor, two hours of on-site group supervision, and three hours biweekly group supervision provided by the university supervisor.
CMHC and SC
Practicum and Internship Manual

- Required reading for students.
- Encouraged reading for site supervisors
- Preferred experiences of practicum and internship students
- Appropriate paperwork
- Best practices in communication and remediation


Thank You!
Questions or Concerns?

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