Counseling Supervision

Online Training for Site Supervisors

School and Clinical Mental Health Counseling Programs

University of Saint Joseph
Think back: Please reflect on your own supervisory experiences and answer the following:

• As a beginning counselor, what supervisory experiences helped you the most?

• What supervision experiences have you had that were the least helpful?
Counseling Supervision

Think Back:

• What do you do that is the same as some of the supervision that you have received?
• What do you do that is different from the supervision that you have received?
• Have you had supervisors who have treated you differently at different phases of your professional development?
Reflect:

- How would you define the process of supervision?
- Is supervision expected to be both clinical and administrative?
- How well prepared do you feel in fulfilling both of these roles?
- Why is training in supervision necessary?
- What are the ethical responsibilities associated with supervision?
Purpose:
The following slides will attempt to answer some of these questions, while providing an overview of many of the essential elements of the process of supervision. Case examples will be used to demonstrate some of the concepts. We hope you find this information helpful in your role as site supervisors for our counseling students.
Why Supervision Training is Necessary

- Supervising without training gives the message that any good counselor could be a good supervisor.
- Without training, most supervisors model the supervision they received, good or bad.
- Supervision skills are similar, but not identical to counseling skills.
- Supervision training provides the supervisor with the necessary skills to effectively *train* and *evaluate* the counseling student supervisee.
Why Supervision Training is Necessary

• Supervision is correlated with enhancing the professional development of all Counselors.
• Required for Clinical Mental Health Counselors for licensure.
• Equally necessary for School Counselors.
• Counseling Supervision comprises the conceptual understanding and skills related to all aspects of counseling and consultation.
Why Supervision Training is Necessary

- It is our ethical responsibility!

The American Counseling Association Code of Ethics states:

“Prior to offering clinical supervision services, counselors are trained in supervision methods and techniques. Counselors who offer clinical supervision services regularly pursue continuing education activities including both counseling and supervision topics and skills.”

(2009 ACA Code of Ethics, section F.2.a. Supervisor Preparation)
Supervision…What is it?

**It is not** counseling, not case conferencing, or case consultation, although it may include these.

- It has its’ own *models, techniques, & interventions*.
- Purpose is not the same as the purpose of counseling.

**Supervision is:**

- An intervention provided by a more experienced or senior member of a profession to less experienced or junior member of the same profession.
- Evaluative
- Extends over time  
  
  (Bernard & Goodyear, 2009)
Supervision...What is it

Supervision serves the simultaneous functions of:

• Enhancing professional functioning of the supervisee
• Monitoring the quality of the professional services provided to clients
• Serving as a gatekeeper to those entering the profession.

• Fundamental and primary purpose of supervision is the development of the supervisee.

• The client provides the vehicle or stimulus for learning.

(Bernard & Goodyear, 2009)
“Supervision...is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. The relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), and serving as a gatekeeper for those who are to enter the particular profession.”

(Bernard & Goodyear, 1998, p. 4).
Counseling Supervision

“Supervision is a distinct professional activity in which education and training aimed at developing science-informed practice are facilitated through a collaborative interpersonal process. It involves observation, evaluation, feedback, the facilitation of supervisee-self-assessment, and the acquisition of knowledge and skills by instruction, modeling and mutual problem solving. In addition, by building on the recognition of the strengths and talents of the supervisee, supervision encourages self-efficacy. Supervision ensures that clinical consultation is conducted in a competent manner in which ethical standards, legal prescriptions, and professional practices are used to promote and protect the welfare of the client, the profession, and society at large.” (Falender & Shafranske, 2004, p. 30).
“One reason clinical supervision has been a neglected issue in school counseling may be a perception that school counselors do not have the same level of need for supervision as do clinical mental health counselors.”

What do you think?

Herlihy et al. (2002) Legal and Ethical Issues in School Counselor Supervision. Professional School Counseling, 6 (1), 55-60
“The cycle of inadequate clinical supervision in school counseling can be perpetuated when universities place interns in schools and these interns receive their on-site supervision from school counselors who have had little or no formal education in supervision. Eventually, these inadequately supervised students become school counseling supervisors.”

(Herlihy et al., 2002)
Counseling Supervision

Models of Supervision
Models of Supervision

**Traditional Models** (older models)

- *Psychotherapy or theory based*—psychodynamic, person centered, cognitive behavioral, family systems, etc.

- Teaches the supervisee appropriate behaviors and interventions from those specific theoretic orientation.

- Pays little or no attention to supervisees development, or multicultural issues.
Developmental Models

• Trainee moves from a place of dependency, with limited skill and awareness to increasing autonomy, awareness and skill.

• Supervisors match training interventions with the supervisee’s level of development.
Models of Supervision

Developmental Models

• Stoltenberg’s four stage Model of Supervisee development (1981)
• Loganbill, Hardy, & Delworth Model (1982)
• Stoltenberg & Delworth model, the Integrated Developmental Model (IDM) (1987)
• Skovholt & Ronnestad Model (1992)
Models of Supervision

Developmental Model - Stoltenberg (1981)

- 1st level trainee - Dependent
  - The trainee is very dependent on the supervisor,
  - Lacks self and other awareness,
  - Is categorical in thinking related to theories and skills.

- Optimal Supervisory learning environment at this stage-
  - Encourages autonomy within structure.
  - Makes use of direct instruction, interpretation, support and awareness training.
Models of Supervision

Developmental Model - Stoltenberg (1981)

- 2nd level trainee- Dependent Autonomous
  - Is characterized by a dependency-autonomy conflict
  - Evidences fluctuating motivation
  - Shows a striving for autonomy
  - Demonstrates increased self-awareness.
- Optimal learning environment at this stage-
  - Highly autonomous with low normative structure
  - Supervisor uses support, ambivalence clarification and less instruction.
Models of Supervision

Developmental Model - Stoltenberg (1981)

- 3nd level trainee- labeled ‘conditional dependency’
  - Is characterized by an emerging personal counselor identity with increased insight, more consistent motivation, increased empathy, and a more differentiated interpersonal orientation.

- Optimal learning environment at this stage-
  - Is more autonomous
  - Supervisor treating the trainee more like a peer with mutual exemplification and sharing.
Models of Supervision

**Developmental Model** - Stoltenberg (1981)

- In the final level - Integrated
  - The Counselor trainee has adequate self and other awareness
  - Is insightful of own strengths and weaknesses
  - Has integrated the standards of the profession with his/her own counselor identity.

- Supervision is collegial in nature
Models of Supervision — **Social Role Models**

- Focus on *supervisor’s role* as related to supervisees development.
  - Bernard’s Discrimination Model (1979)
Models of Supervision — **Discrimination Model**

Janine Bernard’s Discrimination Model (1979) has become the most used and researched model in Counselor Education.

Originally developed to teach doctoral students how to provide supervision to master’s level counseling students— to reduce supervision to its’ core tasks – to show how supervisors need to act, and what needs to be focused on.
Models of Supervision

**Discrimination Model**  (Bernard, 1979)

- Drawing on the Developmental Models of supervision, focus is on Supervisor’s role as it relates to supervisees development.
- Depending on trainees needs, Supervisor acts as a
  - Teacher
  - Counselor
  - Consultant
Discrimination Model of Supervision

Supervisory Role as **Teacher**

- Evaluate observed Counseling session interactions.
- Identify appropriate interventions.
- Teach, demonstrate, or model intervention techniques.
- Explain the rationale behind specific strategies and/or interventions.
- Interpret significant events in counseling sessions.

BERNARD AND GOODYEAR (2009)
Discrimination Model of Supervision

Supervisory Role as Counselor

- Explore supervisee’s feeling during counseling session or supervision session.
- Explore trainee’s feelings concerning specific technique and/or intervention.
- Facilitate supervisee’s self-exploration of confidence and/or worries in the session.
- Help trainee define personal competencies and areas of growth.
- Provide opportunities for trainees to process their own affect or defenses.

BERNARD AND GOODYEAR (2009)
Discrimination Model of Supervision

Supervisor Roles as **Consultant**

- Provide alternative interventions and/or conceptualizations for trainee to use.
- Encourage supervisee brainstorming of strategies and/or interventions.
- Encourage trainee discussion of client problems, motivations, etc.
- Solicit and attempt to satisfy trainee needs during the session.
- Allow trainee to structure the supervision session.

BERNARD AND GOODYEAR (1998)
Discrimination Model of Supervision

• Focus of Supervision is on the supervisees:
  • Counseling performance or Process Skills
  • Conceptualization Skills or knowledge
  • Self Awareness or Personalization Skills
  • Professional role skills and ethical behaviors
Discrimination Model of Supervision

- **Process skills** - range from simple active listening skills, to more advanced skills of interpreting behavior.

- **Conceptualization skills** - ability to make sense of the information client is presenting; identify themes, and discriminate what is essential from what is not.

  (Bernard, 1979)
Discrimination Model of Supervision

- **Personalization skills** - all the personal things that the trainee brings to his/her role as a counselor. Includes one’s personality, cultural background, sensitivity towards others, sense of humor, etc.

- **Professional behavior** - Lanning (1986) added fourth category. Refers to ethical and legal issues as well as professional skills such as record keeping, etc. (Bernard & Goodyear, 2009)
Counseling Supervision

Additional Supervisory Roles

Many of these roles could be included in the models outlines above. However, we thought it would be useful to discuss them separately.
Counseling Supervision

Supervisor as **Sounding Board**

- Provide a safe place.
- Discuss ideas.
- Provide objective feedback.
- Talking ‘Out-loud’ to clarify thinking and solidify decision making processes.
- Discuss fears, hopes and frustrations with work and/or training.

(Haynes, Corey and Moulton, 2003)
Counseling Supervision

Supervisor as **Advisor**

Used when

- Giving advise e.g., duty to warn, suicide, court appearances, mandated reporting, etc.
- Immediate action is necessary to provide safety for client or others.
- May not be time for supervisee to learn, process and make an informed clinical decision.

(Haynes, Corey and Moulton, 2003)
Counseling Supervision

Supervisor as **Administrator**

- Attending to policies and procedures of the school, agency, licensing body and profession.
- Dealing with legal and ethical matters, and supervising client documentation.
- Helping the supervisee learn about bureaucracies.
- Assuring adherence to licensing regulations.
- Reviewing supervisee legal requirements involved in reporting violence or suspected abuse.  
  (Haynes, Corey and Moulton, 2003)
Counseling Supervision

Supervisor as **Evaluator – Gate Keeper**

• Evaluation is a primary responsibility.

• Provide regular and systematic feedback and evaluation.

• Provide information to licensing boards, professional associations, universities, graduate programs and prospective employers.

• Provide information and character references for criminal background checks when required by agency or licensing board.

(Haynes, Corey and Moulton, 2003)
Counseling Supervision

The Supervisory Relationship
Counseling Supervision

The Supervisory Relationship

• Bi-directional
• Mutually Influenced
• Educational
• Multidimensional - If supervision were to consist only of the supervisor-supervisee relationship, the supervisee would be most likely not develop the skills & conceptualizations necessary for practice.
Supervisory Relationship

**Parallel Process** in supervision

- “We do to others what has been done to us.”
- Supervision as a “Hall of Mirrors”.
- Parallel process— the dynamics between the counselor and client, or less often between the counselor and supervisee, get played out in the opposite pair.
Supervisory Relationship

Parallel Process

• Dynamics in supervision replicate those that occur in the trainees counseling session with client.

• Supervisees unconsciously present themselves to their supervisors as their clients have presented to them.

• Supervisees then adopt attitudes and behaviors of the supervisor in relating to the client.
Supervisory Relationship

To address Parallel Process:

• Advanced Supervisees benefit from increasing their awareness of Parallel Process.

• Supervisee becomes aware of the parallels in the relationships with the client, increasing supervisee’s understanding of the client.

• The supervisee’s understanding of the therapeutic process grows in that she learns how to respond to the client as the supervisor has responded to the her.
Supervisory Relationship

To address Parallel Process:

- Less advanced Supervisees may not benefit from awareness of Parallel Process, but may benefit instead from a more directive instruction.

- Too much of a focus on Parallel may be distracting.
Counseling Supervision

Multicultural Supervision
What is it?
• Includes the implications of cultural similarities and differences within the counseling triad-the supervisor, supervisee, and client.
• Included are issues as culture, race, ethnicity, class, gender, sexual orientation, & various belief systems (e.g. religion).
• Attention focused on how these impact both the supervision and the counseling relationship.
Multicultural Supervision

Why do we need it?

• Cultural problems that might arise in supervision include cultural countertransference -- the emergence of thoughts and feelings related to culture for supervisor, supervisee and/or client.

• Cultural dynamics between counselor and client become manifest in the supervisory relationship.

• Cultural dynamics between counselor and supervisor become manifest in the counseling relationship. Cultural manifestations of parallel process.
Multicultural Supervision

Why do we need it?

• Observations of supervisor, supervisee, & client interactions, found -- the influence of culture is often over interpreted, under interpreted, or avoided all together.

• Race is a charged issue, if it is not addressed directly within supervision, bound to emerge anyway. For example-
  • unintentional racism, cultural tunnel vision, white privilege, paternalism and oppression.
  • misuse of the power inherent in the supervisory role
  • mistrust and vulnerability within the supervisory alliance
  • communication issues.
Why do we need it?

• Supervisees instructed to focus on multicultural issues in case conceptualizations were better able to consider these, as opposed to supervisees who were not so instructed.

• Receiving multicultural supervision is significantly predictive of multicultural counseling competence.

• Supervisor’s role to serve as a catalyst or a facilitator of the trainee’s development of cultural awareness in the therapeutic process.
Questions to prompt discussion of M/C issues in Supervision

• How does your worldview and beliefs about the counseling process influence your expectations and goals of therapy and supervision?

• What assumptions are you making about the client based on your (or her) worldview/cultural values?

• What variables construct your own cultural identity?

• What values, based on your cultural or ethnic identity are manifest in your approach to the client? – to supervision?

(Hird, et al., 2001)
Multicultural Issues in Supervision

Questions to prompt discussion of M/C issues in Supervision

• What are appropriate/ inappropriate times to explore the various dimensions of worldview with the client?

• At what point did you notice/comment about the client’s race/ethnicity? How do you feel about it?

• What struggles/challenges do you have as you work with culturally different clients?

• At what point do you recognize/acknowledge the clients spirituality/religion/ beliefs about life?

What worldviews may be impacting on the therapist/ client and supervisor? (countertransference, parallel process).
Multicultural Issues in Supervision

Introducing M/C issues in Supervision

• Responsibility of the supervisor
• Supervisor can decrease power differential in relationship by treating supervision as a collateral process with liberal use of self disclosure.
• Supervisees can learn how:
  • cultural issues influence theoretical orientation, case conceptualization, & treatment planning.
  • culture impacts perceptions of clients and clients perceptions of them.
• Place to continue to explore own cultural identity.
Multicultural Issues in Supervision

Racial Identity Development (RID)

• Supervisors need to understand the concept of RID

• Supervisors need to be aware of the implications of RID within the supervisory dyad as it adds clarity to the multicultural supervisory process.

• RID level of the supervisor usually determines the level and sophistication of the conversation about racial issues.
Implication for RID in Supervision:

- RID Interactional Process Model (Helms, 1990)
  - *Parallel Relationship*—Supervisor and supervisee or counselor and client who are approximately at the same RID stage.
  - *Crossed Relationship*—Individuals who are at opposite or differing stages of RID
  - *Progressive Relationship*—which the person with the most power in the relationship (e.g. the supervisor) is at a more advanced stage.
  - *Regressive Relationship*—the person with the least power (e.g. the supervisee) is at a more advanced stage.
Supervision to promote a Social Justice, Advocacy

- According to the ACA Code of ethics, advocacy is a required activity of all counselors.
- Social Justice has to do with equity and access, and a social justice advocacy orientation to counseling seeks to examine and remove barriers, injustices and inequities in the lives of our clients.
Multicultural Issues in Supervision

Supervision to promote a Social Justice Advocacy

• Become knowledgeable about the various manifestations and experiences of oppression and social inequities within individuals, groups and society.  
  (Constantine, et al., 2007)

• Develop ‘critical consciousness’ to be able to recognize & challenge oppressive & dehumanizing political, economic, and social systems.  
  (Garcia, et al., 2007)
Multicultural Issues in Supervision

Supervision to promote a Social Justice, Advocacy

• Give voice - voices of oppressed and marginalized peoples have been silenced. Assist silenced individuals and groups, including students, in finding or amplifying their voice, telling their story and sharing their narratives.

• Facilitating consciousness raising - educate clients/students regarding the degree to which pain and suffering may be a result of social and political forces (racism, sexism, discrimination, etc), rather than personal failings.

(Goodman et al, 2004)
Supervision to promote a Social Justice, Advocacy

• Self-awareness is essential for both the supervisor and supervisee.

• Supervisors & supervisees must consider how their own cultural backgrounds, belief systems, and understanding of power, class, ability, oppression, and advocacy affect their views of effective counseling and the supervision process.

(Estrada, Wiggins Frame, & Braun Williams, 2004)
Ethical Issues in Supervision

2005 ACA Code of Ethics states:

F.4.c. notes that “Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities”.
Ethical Issues in Supervision

Goals

- To understand ethical and legal principles as they apply to the supervisory relationship.
- To increase understanding and comfort with the complexity of the supervisory relationship including the evaluative component.
- Further develop your philosophy of supervision and create your own supervision disclosure statement (if you don’t have one).
Supervisors have ethical and legal responsibilities to multiple stakeholders.
Ethical Issues in Supervision

- The counseling relationship is a special relationship in which the client places trust and confidence in the professional by virtue of that person’s clinical skills, knowledge, and abilities.

- The professional is obligated to act for the benefit of the client.

- It is the supervisors responsibility to assure that this happens.
Ethical Issues in Supervision

Standard of Care:

“...that level of skill, care and treatment which, in light of all the relevant surrounding circumstances, is recognized as acceptable and appropriate by reasonably prudent similar health care providers.”

Connecticut General Statutes Ann 52-184c-(a)
Ethical Issues in Supervision

Professional Negligence
• Failure to provide an adequate standard of care as set by the profession.
• Equally applicable to counseling and supervision

What constitutes Professionally Negligent Liability?
• The four D’s:
  - Duty
  - Dereliction of Duty
  - Damages
  - Directly caused
Ethical Issues in Supervision

• Had a professional **duty** (relationship) been established? Formation of a counseling/supervisory relationship

• Was there *a breach* of professional **duty**? Failure to meet the standard of care

• Was there harm or **damages**? Emotional suffering or loss of life

• Can a causal relationship between a *breach* of duty and the resulting **damages** be established?
Ethical Issues in Supervision

**Direct liability** occurs when all four criteria have been met and the harm is a direct result of the supervision or counseling.

Example: The supervisor uses position power to coerce a supervisee to enter into a relationship that does not serve to support or enhance the supervisee’s wellbeing.
Supervisor violations:

- Fifty-one per cent of 151 counselors/psychologists in training cited at least one ethical violation by their supervisors.
- 33% perceived that their supervisors did not provide adequate evaluations of their counseling performances.

(Ladany et al., 1999)
Ethical Issues in Supervision

Supervisor violations:

• 18% reported that confidentiality issues were not handled appropriately by their supervisors

• 18% of the supervisees reported that their supervisors were not receptive to theoretical approaches other than their own.

(Ladany et al., 1999)
Ethical Issues in Supervision

Supervisor violations:
• 13% reported that their supervisors did not ensure adequate session conditions or respect.
• 9% reported that their supervisors never explained the roles and responsibilities of the supervisee and the supervisor.
• 9% viewed their supervisors as lacking competence regarding the clients the supervisees were treating.  (Ladany et al., 1999)
Ethical Issues in Supervision

**Vicarious Liability:**

Based on the legal concept of respondent’s superior, supervisors are considered liable for the negligent acts of their supervisees, *if* these acts are performed in the course and scope of the supervisory relationship.

**Example:** The counselor fails to conduct an adequate/accurate risk assessment of a depressed client and the client commits suicide.
Ethical Issues in Supervision

Ethical Complaints in Counseling

- Dual Relationship 246 (24%)
- Incompetence 172 (17%)
- Misrepresentation of Qualifications 85 (8%)
- Sexual Relationship with Client 68 (7%)
- Breach of Confidentiality 53 (5%)
- Inappropriate Fee Assessment 40 (11%)
- Failure to Provide Informed Consent 11 (1%)
- Failure to Report Abuse 6 (1%)

(Neukrug, E., Milliken, R, & Walden, 2001)
Ethical Issues in Supervision

“One reason clinical supervision has been a neglected issue in school counseling may be a perception that school counselors do not have the same level of need for supervision as do clinical mental health counselors.”

Herlihy et al. (2002) Legal and Ethical Issues in School Counselor Supervision. Professional School Counseling, 6 (1), 55-60
Yet case law suggests that school counselors are held to the same standard of care as other mental health professionals.
Common **Legal Issues** Encountered by School Counselors:

- Whether a student was suicidal, danger to self.
- Whether to report suspected child abuse
- Whether a student posed a danger to others
- Being pressured to verbally disclose confidential information

(Hermann et al., 2002)
Ethical Issues in Supervision

**Minimize Risk:**

- Don’t supervise beyond your competence.
- Evaluate and monitor supervisee’s competence.
- Be consistently available for supervision.
- Formulate a sound supervision contract.
Minimize Risk:

• Document all supervisory activities.
• Have an emergency protocol in place.
• Consult with appropriate professionals.
• Maintain working knowledge of ethical codes, legal statutes, and licensing regulations.
• Practice a feedback and evaluation plan.
Ethical Issues in Supervision

Minimize Risk:

• Purchase for self and verify trainee’s professional liability insurance coverage.

• Whenever possible, evaluate and screen clients under supervisee’s care.

• Establish a policy for ensuring confidentiality.

• Incorporate informed consent in practice.
Ethical Issues in Supervision

Professional Supervision Disclosure Statement includes: (the informed consent of supervision)

- Objectives, expectations and parameters of the supervision
- Stipulation of meeting times, etc.
- Provision for evaluation and feedback
- Model(s) of Supervision in use
- Promote the legal and ethical behaviors of supervisees
- Limits of confidentiality
Now that you have completed the training, please take the online assessment that will verify your supervision training. Please copy the url and paste it into your web browser.

https://www.surveymonkey.com/s/C5KDMVD


Hermann et al. (2002). A study of legal issues encountered by school counselors. *Professional School Counseling, 6* (1), 12-20
