

SUPERVISION OF COUNSELING STUDENTS

THEORY, BEST PRACTICES, AND ECU'S COUNSELOR EDUCATION
REQUIREMENTS

Why offer or require supervision?



To promote the professional, personal, and clinical skill development of counselors



Supervision offers fresh, diverse perspectives and challenges supervisees to reflect on their professional practice, personal strengths, and personal challenges



Through a continuing cycle of reflection, action, and feedback, the supervisee is able to develop increased professional competence, personal awareness, and clinical fortitude

Supervision: What is it?

Bernard and Goodyear (2019) offer this definition of supervision:

- *Supervision is 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 that same profession. This relationship*
 - *is evaluative and hierarchical*
 - *extends over time, and*
 - *has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered to the clients that she, he, or they see; and serving as a gatekeeper for the particular profession the supervisee seeks to enter.*

Supervision vs. Teaching, Counseling and Consultation (Bernard and Goodyear, 2019)

Supervision vs...	Similarities	Differences
Teaching	<ul style="list-style-type: none"> • Both have the purpose of imparting new skills and knowledge • Both have evaluative and gatekeeping functions 	<ul style="list-style-type: none"> • Teaching is driven by a set of curriculum or protocols, where supervision is driven by the needs of particular supervisee and his or her clients
Counseling or Therapy	<ul style="list-style-type: none"> • Both can address recipients' problematic behaviors, thoughts, or feelings 	<ul style="list-style-type: none"> • Any therapeutic work with a supervisee must be only to increase effectiveness in working with clients • Supervision is evaluative, whereas counseling is not • Counseling clients often have a greater choice of therapists than supervisees have of supervisors
Consultation	<ul style="list-style-type: none"> • Both are concerned with helping the recipient become a more effective practitioner 	<ul style="list-style-type: none"> • Is a relationship between equals, whereas supervision is hierarchical • Supervision is evaluative, whereas consultation is not • Consultation is more likely than supervision to be a one-time event

Supervision of Counseling Students

Supervision is defined by the Council for the Accreditation of Counselor Education and Related Programs (CACREP) as:

"Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types."

(CACREP Standard 4.C)

- **Group supervision:** a tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students.
 - **Individual supervision:** a tutorial and mentoring relationship between a member of the counseling profession and one counseling student.
 - **Live supervision:**
 - Direct observation of the counseling session with in-vivo communication from the supervisor influencing the work of the supervisee during the session.
 - Triadic supervision: A tutorial and mentoring relationship between a member of the counseling profession and two counseling students.
- (CACREP Glossary <https://www.cacrep.org/2024-standards-glossary-2/>)

ACA Ethical Codes on Supervision

In Section F.1. *Counselor Supervision and Client Welfare*, it states:

- *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.*

To access the 2014 ACA Code of Ethics, visit

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>.

Supervision of Counseling Students

- Requires understanding of developmental trajectory of counselors-in-training
- Offered individually at the site and through university-based group supervision sessions (two hours weekly during class)
- Requires one hour weekly of individual site-based supervision sessions
- Site supervisor provides orientation to site expectations, mission, philosophy and practices for counselor-in-training
- Site supervisor works with counselor-in-training to identify and allow access to appropriate professional activities
- Site supervisor provides two formal evaluations of counselor-in-training

A good supervisor...



Is committed to supporting the well-being of clients



Has the appropriate academic preparation and professional experience



Is committed to promoting positive relationships and supporting the development of supervisees



Understands and adheres to professional ethical codes and mandates



Is empathic, genuine, and willing to give praise and critical feedback



Is flexible



Is willing to actively engage in self-reflection



Has a good sense of humor!

Expectations for Supervisees

- Work diligently to provide ethical and effective counseling services
- Come to supervision prepared and ready to engage
- Provide opportunities for observation of professional practice (live or taped)
- Intentionally reflect upon their therapeutic skills they hope to develop and/or enhance through supervision
- Actively work with supervisor to develop goals for supervision and professional development
- Be open-minded
- Bring a willingness to reflect upon personal feelings, characteristics and professional competence
- Work actively to minimize personal resistance
- Work collaboratively with supervisor to critically evaluate supervision experience

Theoretical Frameworks for Supervision

Psychotherapy Based Model

Developmental Model

Supervision Process Model

Second Generation Model

Psychotherapy Based Models

Psychodynamic

Humanistic Relationship

Cognitive Behavioral

Systemic

Feminist

Integrative

Constructivist: Narrative & Solution Focused



According to Bernard & Goodyear, an advantage of using a psychotherapy-based model for supervision is that it provides supervisee the opportunity to master a particular theoretical approach to therapy



A concern includes the possible theoretical foreclosure of a supervisee if supervision requires the supervisee to commit to one theoretical approach

Developmental Models

- The Loganbill, Hardy & Delworth Model
- The Integrated Developmental Model
- The Systemic Cognitive-Developmental Supervision Model
- Reflective Developmental Models



Bernard & Goodyear explain that an advantage of using a developmental model for supervision is to keep the supervisor attuned to the different needs of supervisees at different levels in their training



A concern would be less emphasis on different learning styles within any stage of development

Supervision Process Models

- Discrimination Model
- Critical Events in Supervision Model
- The Hawkins & Shohet Model
- The Systems Approach to Supervision Model



Bernard & Goodyear note that by using supervision process models for supervision, a supervisor may avoid stagnation by having a new lens to use in deconstructing supervision, especially if the supervisor wants to use a different model on occasion



However, it is also noted that this model does not place adequate attention on theory, or for that matter, development

Second Generation Models

- Combined Model
- Target Issues Model
- Common Factors Model



Bernard & Goodyear note that supervision is often influenced by more than one category, and second-generation models are a combination of constructs from at least two models to demonstrate a distinct approach to supervision.



However, it is also noted that these models are not meant to be used exclusively by supervisors but are to be included in their conceptual repertoire.

Supervisor and Supervisee Relationship

Bernard & Goodyear (2019) stated the components necessary for an effective supervision relationship:

- *Shared agreement of expectations for evaluation*
- *Shared understanding and expectations of the work or tasks for supervision*
- *A positive and strong supervisor/supervisee relationship is the cornerstone of a successful supervision relationship*

Cultural Competency in Supervision

It is essential to integrate a focus on cultural competency in order to promote culturally-competent practice by supervisees!

Cultural competence includes:

- Self-awareness of values, biases and beliefs
- A commitment to develop cultural humility and understand the worldview of culturally-diverse clients
- Development and implementation of culturally-appropriate interventions

DeAngelis, 2023

Evaluation

"Supervisors document and provide supervisees with ongoing feedback regarding their performance and schedule periodic formal evaluative sessions throughout the supervisory relationship."

ACA Code of Ethics (F.6.a.)

Why do we incorporate evaluation?

- Includes setting goals for supervision
- Delivering useful feedback throughout the process
- Serving as a gatekeeper for the profession by identifying those supervisees that are struggling to reach an acceptable level of professional competence

Ethical Issues

There are many ethical issues to consider when entering and engaging in a supervision relationship, including, but not limited to:

- Dual relationships
- Gate-keeping
- Supervisor expertise and limitations
- Modeling ethical behavior
- Responding to ethical concerns
- Cultural competence and evaluation of cultural competence in practice
- Differentiation between supervision and counseling
- Sexual attraction and contact
- Management of termination and follow-ups

Ethical Guidelines

Assess your competency as a supervisor and be actively aware of your areas of professional expertise

Ensure that your practice is based on current professional knowledge and standards

Set appropriate boundaries

Provide appropriate disclosures to supervisees

Transparency is key!

Formulate a plan for crisis coverage and intervention

Assess dual roles and act appropriately

Maintain active, open lines of communication and collaboration with supervisees

Maintain a commitment to culturally competent practice and supervision

Seek your own supervision when necessary!

WHAT TO EXPECT AS A SUPERVISOR IN OUR PROGRAM

Supervision and Service Hours

	Practicum Students	Interns
Hours	100 total hours of service to clients 40 hours of direct service 60 hours of indirect service	300 total hours of service to clients 120 hours of direct service 180 hours of indirect service
Supervision	15 total hours (1 hour each week) provided by site supervisor 30 total hours (2 hours each week) provided by ECU university supervisor in synchronous class	15 total hours (1 hour each week) provided by site supervisor 30 total hours (2 hours each week) provided by ECU university supervisor in synchronous class

Supervision Contracts

According to CACREP, written supervision agreements should include the following:

- *define the roles and responsibilities of the faculty supervisor, field experience site supervisor, and student during practicum and internship;*
- *include emergency procedures; and*
- *detail the format and frequency of consultation between the counselor education program and the site to monitor student learning.*

CACREP Standards (4.H)

Therefore, site supervisors will be asked to sign two supervision contracts for practicum students and interns. At the beginning of the semester, supervisors will sign the first supervision contract indicating an agreement to supervise the counselor-in-training. Included in this contract is a list of assignments the counselor-in-training will be submitting for a grade in the practicum/internship course. For some of these assignments, the counselor-in-training may require some assistance in accessing site policies and procedures. At the end of the semester, site supervisors sign a second supervision contract, acknowledging the counselor-in-training has completed the requirements for the practicum/internship experience.

Evaluation

- You will have two formal opportunities to evaluate your counselor-in-training, one mid-semester and one at the end of each semester.
- We ask that you evaluate your counselor-in-training on three competency areas:
 - **Core competencies**-these competencies align with the eight foundational or "core" curriculum areas designated by CACREP, our program's accreditation body, including: 1) Professional Counseling Orientation and Ethical Practice, 2) Social and Cultural Identities and Experiences, 3) Lifespan Development, 4) Career Development, 5) Counseling Practice and Relationships, 6) Group Counseling and Group Work, 7) Assessment and Diagnostic Processes, and 8) Research and Program Evaluation.
 - **Specialization competencies**-these competencies align with our program's three specialization areas, including: 1) Clinical Mental Health Counseling, 2) Student Affairs and College Counseling, and 3) School Counseling.
 - **Professionalism competencies**-these competencies align with our program's standards for students' professional dispositions, outlined in our Counselor Education Handbook.

"Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship." CACREP Standard (4.F)

Live Supervision vs Tapes

"Supervision of practicum and internship students includes secure audio or video recordings and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types."

CACREP Standards (4.C)

- If you are not on-site with your counselors-in-training and cannot observe their direct service activities with clients/students in person, we ask that you watch the two recorded tapes they must submit to fulfill their two case presentation assignments.
- We prefer for counselors-in-training to record these sessions in GoReact to be stored confidentially and only shared with their university instructor and classmates during group supervision. For more information about GoReact's compliance policies, visit: <https://get.goreact.com/compliance/>

Recording Reminders



Before counselors-in-training can record a session with a client/student, a consent form must be signed. Our Counselor Education program has a form that may be used; however, if your site has a site-specific consent form, that will suffice.



The client/student's face does not need to be seen in the videotape. We are more concerned to observe the counselor-in-training's clinical skills of 1) congruent verbal and non-verbal behavior, and 2) awareness of body position and physical presentation of self and client.



Counselors-in-training will sign up for dates to present their two case presentations at the beginning of each semester and will share these dates with site supervisors.

Liability Insurance

All counselors-in-training will be required to purchase professional counseling liability insurance at the beginning of their practicum experience. Proof must be shown to the ECU university supervisor and it is recommended that practicum students show proof to their site supervisors as well. Counselors-in-training will maintain liability insurance for the duration of the Counselor Education program.

"Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship."

CACREP Standard (4.B)

References

- American Counseling Association. (2014). *2014 ACA Code of Ethics*. <https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>
- Council for Accreditation of Counseling and Related Educational Programs. (2024). *2024 CACREP standards*. <https://www.cacrep.org/for-programs/2024-cacrep-standards/>
- Bernard, J. M., & Goodyear, R. K. (2019). *Fundamentals of Clinical Supervision*. Pearson.
- DeAngelis, T. (2023). Increasing supervisor savvy around culture, race, and identity. *American Psychology Association*. <https://www.apa.org/monitor/2023/01/culturally-responsive-supervision>