

CLINICAL MENTAL HEALTH SITE SUPERVISION TRAINING MODULE

THEORY AND PRACTICE OF COUNSELOR SUPERVISION

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WELCOME AND THANK YOU FOR SERVING AS A SITE SUPERVISOR FOR OUR MENTAL HEALTH COUNSELORS IN TRAINING

- AUSTIN PEAY STATE UNIVERSITY PROVIDES SITE SUPERVISORS WITH THE FOLLOWING COUNSELOR SUPERVISION TRAINING ASSISTANCE AND REGULAR COMMUNICATIONS BY A FACULTY SUPERVISOR THROUGHOUT PRACTICUM AND INTERNSHIP.
- THE PRACTICUM/INTERNSHIP SITE SUPERVISORS HANDBOOK PROVIDES DETAILED INFORMATION RELATED TO APSU'S PRACTICUM AND INTERNSHIP REQUIREMENTS FOR THE M.S. COUNSELING GRADUATE DEGREE PROGRAM.

AUSTIN PEAY STATE UNIVERSITY CLINICAL MENTAL HEALTH PROGRAM



PRACTICUM AND INTERNSHIP REQUIREMENTS

THE PRACTICUM

- THE PURPOSE OF THE PRACTICUM IS FOR SUPERVISEES TO DEVELOP THEIR COUNSELING SKILLS.
 - INDIVIDUAL COUNSELING
 - GROUP COUNSELING
- THE COURSE REQUIRES A MINIMUM OF 100 CLOCK HOURS OF WHICH AT LEAST 40 HOURS ARE IN DIRECT SERVICE WITH CLIENTS.
- ADDITIONALLY, THE PRACTICUM EXPERIENCE PROVIDES STUDENTS THE OPPORTUNITY TO UNDERSTAND AND GROW COMFORTABLE WITH THE CULTURE AND CLIMATE OF THE MENTAL HEALTH SETTING.

THE INTERNSHIP

- THE INTERNSHIP FOLLOWS THE PRACTICUM
- THIS CLINICAL EXPERIENCE REQUIRES A MINIMUM OF 600 HOURS OF PERFORMING ACTIVITIES APPROPRIATE TO THE COUNSELING SITE.
- OF THESE 600 HOURS AT LEAST 240 HOURS MUST BE IN DIRECT CONTACT WITH CLIENTS.
- IN ADDITION TO THE COUNSELING EXPERIENCES OF THE PRACTICUM, THE INTERN SHOULD BE ENGAGED IN MULTIPLE ASPECTS OF THE MENTAL HEALTH COUNSELING PROFESSION.
- TRAINEES SHOULD RECEIVE WEEKLY, DIRECT SUPERVISION

WHAT IS COUNSELOR SUPERVISION?

- THE COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS (CACREP) DEFINES COUNSELOR SUPERVISION AS:
- A FORM OF INSTRUCTION WHEREBY A SUPERVISOR MONITORS AND EVALUATES AN INTERNSHIP OR PRACTICUM STUDENT'S PERFORMANCE AND QUALITY OF SERVICES PROVIDED, FACILITATING ASSOCIATED LEARNING AND SKILL DEVELOPMENT EXPERIENCES (CACREP, 2016).

- THE ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION (ACES) RECOGNIZES THE NEED FOR BOTH ADMINISTRATIVE AND CLINICAL SUPERVISION OF COUNSELORS TO ENCOURAGE REFLECTIVE PRACTICES AND CONTINUOUS GROWTH THAT RESULTS IN INCREASED COMPETENCY AND SELF-EFFICACY (BALTIMORE & CRUTCHFIELD, 2003).
- ADMINISTRATIVE SUPERVISION VARIES BY SETTING AND INCLUDES ACTIVITIES AND INTERACTIONS THAT IMPACT THE QUALITY OF COUNSELING (OR CLINICAL) SERVICES DELIVERED.
- CLINICAL SUPERVISION INVOLVES THE ACTIVITIES AND INTERACTIONS DESIGNED TO IMPROVE CLINICAL KNOWLEDGE AND SKILLS RELATED TO THE APPLICATION OF COUNSELING THEORY AND TECHNIQUES.

ACES BEST PRACTICES FOR CLINICAL SUPERVISION

- INITIATING SUPERVISION
- GOAL SETTING
- GIVING FEEDBACK
- CONDUCTING SUPERVISION
- THE SUPERVISORY RELATIONSHIP
- DIVERSITY AND ADVOCACY CONSIDERATIONS
- ETHICAL CONSIDERATIONS
- QUALITY DOCUMENTATION
- EVALUATION
- SUPERVISION FORMAT
- SUPERVISOR PREPARATION



ON-SITE SUPERVISOR

RESPONSIBILITIES FOR PRACTICUM AND INTERNSHIP

- THE ON-SITE SUPERVISOR WILL SERVE AS CONSULTANT AND SUPERVISOR FOR THE PRACTICUM/INTERNSHIP STUDENT WHILE THE STUDENT IS ON-SITE. REGULAR WEEKLY, FACE-TO-FACE PLANNING, EVALUATION OR CONSULTATION SESSIONS BETWEEN THE ON-SITE SUPERVISOR AND THE STUDENT ARE RECOMMENDED. ADDITIONALLY, THE ON-SITE SUPERVISOR WILL COMPLETE A MIDTERM AND FINAL EVALUATION OF THE STUDENT INTERN.

CULTURALLY COMPETENT SUPERVISION

- SUPERVISORS UNDERSTAND THAT CULTURE IMPACTS THE DYNAMICS OF THE SUPERVISORY RELATIONSHIP. THE COUNSELOR SUPERVISOR IS RESPONSIBLE FOR ADDRESSING CULTURAL ISSUES AS THEY ARISE, NECESSITATING CULTURAL SENSITIVITY, CULTURAL COMPETENCE, AND SELF-AWARENESS AS IT RELATES TO ONE'S OWN CULTURAL VALUES AND ASSUMPTIONS.
- COUNSELORS AND COUNSELOR SUPERVISORS DO NOT MAKE VALUE JUDGMENTS OR ALLOW BIASES TO IMPACT THEIR WORK WITH CLIENTS AND SUPERVISEES (ACA, 2012). POTENTIAL COUNSELOR SUPERVISORS NEED TO REVIEW THE *ACA CODE OF ETHICS* WITH PARTICULAR ATTENTION TO SECTIONS A AND F.

CULTURALLY COMPETENT SUPERVISOR

- SUPERVISORS ARE WELL VERSED IN A VARIETY OF TECHNIQUES AND STRATEGIES THAT ADDRESS OPPRESSION AND ENHANCE PSYCHOLOGICAL FREEDOM (HANNA & CARDONA, 2013).
- LACK OF CULTURAL COMPETENCE IN COUNSELOR SUPERVISION IS CONSIDERED TO BE A VIOLATION OF THE *ACA CODE OF ETHICS* (2014), WHICH STATES “COUNSELING SUPERVISORS ARE AWARE OF AND ADDRESS THE ROLE OF MULTICULTURALISM/DIVERSITY IN THE SUPERVISORY RELATIONSHIP” (STANDARD F.2.B).

ETHICAL AND LEGAL CONSIDERATIONS

- REQUIRE CLINICAL SUPERVISORS TO HAVE A THOROUGH KNOWLEDGE OF PROFESSIONAL ETHICAL CODES AND LEGISLATION THAT GOVERN THE PRACTICE OF COUNSELING. SUPERVISORS SHOULD BE KNOWLEDGEABLE OF *ACES ETHICAL GUIDELINES FOR COUNSELING SUPERVISORS (2011)* AND THE *ACA CODE OF ETHICS (2014)*.
- SUPERVISORS ARE ULTIMATELY RESPONSIBLE FOR THE WELFARE OF THE CLIENT THUS RESPONSIBLE FOR ASSISTING THE SUPERVISEE IN WORKING THROUGH DIFFICULT ISSUES ENCOUNTERED DURING COUNSELING SESSIONS AND SUPERVISION.
- SUPERVISORS MODEL ETHICAL PRACTICES, CLEARLY COMMUNICATE EXPECTATIONS, MONITOR SUPERVISEE-CLIENT INTERACTIONS, ENSURE APPROPRIATE DOCUMENTATION, ASSESS CLIENT PROGRESS, AND SUPERVISEE PERFORMANCE.

EFFECTIVE SUPERVISOR-SUPERVISEE RELATIONSHIPS

- BEGIN WITH CONTRACT REVIEWS, COLLABORATIVE GOAL SETTING, CLEARLY COMMUNICATED EXPECTATIONS AND PROCESSES, THEORETICAL ORIENTATION FOR SUPERVISION, AND EMERGENCY PROCEDURES AS WELL AS METHODS FOR BOTH FORMATIVE AND SUMMATIVE EVALUATIONS THAT CAN BE WRITTEN OR PROVIDED ORALLY.
- FORMATIVE EVALUATIONS ARE THOSE ASSESSMENTS OF SUPERVISEE PROGRESS THAT TAKE PLACE THROUGHOUT SUPERVISION IN THE FORM OF PLANNED AND ONGOING FEEDBACK. SUMMATIVE EVALUATIONS ARE THOSE ASSESSMENTS THAT ARE PLANNED AND CONDUCTED AT THE CLOSE OF A SPECIFIC TIME PERIOD ESTABLISHED IN THE INITIAL SUPERVISOR-SUPERVISEE MEETING.

- EFFECTIVE COUNSELOR SUPERVISORS ADDRESS VARIABLES THAT ARISE AND IMPACT THE SUPERVISORY RELATIONSHIP, PROVIDE CONTINUOUS FEEDBACK, AND MONITOR PROGRESS TOWARD GOALS (HOLLIHAN & REID, 2013).
- TERMINATION OF THE SUPERVISOR-SUPERVISEE RELATIONSHIP INCLUDES SUMMARIZING THE PROCESS AND PROVIDING FEEDBACK ON GOAL ATTAINMENT, STRENGTHS, AND AREAS OF GROWTH AS WELL AS AREAS NEEDING FURTHER DEVELOPMENT.



COUNSELOR SUPERVISORY STYLE

STRATEGIES APPLIED BY A COUNSELOR SUPERVISOR ARE SELECTED BASED UPON THE SUPERVISEE'S DEVELOPMENTAL LEVEL AND SPECIFIC CLIENT IN A GIVEN CONTEXT AND IMPACT THE SUPERVISEE'S PERCEIVED SELF-EFFICACY AND THE SUPERVISORY RELATIONSHIP (FERNANDO & HULSE-KILLACKY, 2005).

FOR THIS REASON, SUPERVISORS ARE ENCOURAGED TO ADOPT A VARIETY OF SUPERVISORY STYLES IN ORDER TO CUSTOMIZE SUPERVISION TO MEET THE NEEDS OF DIVERSE SUPERVISEES AND THE CLIENTS SERVED.

MODELS OF SUPERVISION

A VARIETY OF COUNSELING THEORIES ARE USED AS FRAMEWORKS FOR COUNSELOR SUPERVISION, AND WILL BE BRIEFLY DESCRIBED BELOW

COMMONLY USED MODELS OF SUPERVISION:

- CLIENT-CENTERED
- SOLUTION-FOCUSED
- BEHAVIORAL
- DEVELOPMENTAL
- DISCRIMINATION MODEL*

*FURTHER TRAINING ON THIS MODEL WILL BE PROVIDED

CLIENT-CENTERED

- THE CLIENT-CENTERED MODEL OF SUPERVISION IS GROUNDED IN THE WORK OF CARL ROGERS AND RELIES HEAVILY ON THE THERAPEUTIC RELATIONSHIP. IN THE CASE OF SUPERVISION, THE COUNSELOR (SUPERVISOR) ENTERS THE CLIENT'S (SUPERVISEE'S) WORLD TO PROMOTE CHANGE, BELIEVING THAT THE SUPERVISEE HAS THE ABILITY TO ENGAGE AND BRING ABOUT GROWTH.
- THE SUPERVISEE USES MAJOR TENETS OF PERSON-CENTERED COUNSELING SUCH AS UNCONDITIONAL POSITIVE REGARD, ACTIVE LISTENING, CLARIFICATION, AND SUMMARIZING, TO PROMOTE SUPERVISEE REFLECTION AND PROCESSING.

SOLUTION-FOCUSED

- SOLUTION-FOCUSED (SF) SUPERVISION IS GROUNDED IN A RESEARCH-BASED COUNSELING THEORY AND HAS BEEN FOUND TO BE PARTICULARLY USEFUL FOR SITE SUPERVISORS IN SCHOOLS AND IN OTHER SETTINGS WHERE THERE IS LIMITED TIME FOR SUPERVISION AND LIMITED CLINICAL SUPERVISION TRAINING (CIGRAND & WOOD, 2011).
- THE EMPHASIS IS MORE OF A COLLEGIAL SUPERVISORY RELATIONSHIP. MUCH LIKE SF COUNSELING, THE SUPERVISOR USES TECHNIQUES SUCH AS VIDEO TALK, SCALING, AND THE MIRACLE QUESTION TO IDENTIFY, CONCEPTUALIZE, AND PROMOTE THE GROWTH OF COUNSELORS IN TRAINING.

BEHAVIORAL MODEL

- THE BEHAVIORAL MODEL OF SUPERVISION IS GROUNDED IN THE PRINCIPLES OF LEARNED BEHAVIOR. THE SUPERVISOR WORKS WITH THE SUPERVISEE TO IDENTIFY TARGETED GOALS AND A PLAN TO MEET THOSE GOALS. THE SUPERVISOR USES MODELING AND COGNITIVE REHEARSAL TO PROMOTE LEARNING TOWARDS CHANGE AND GROWTH (KINDSVATTER, GRANELLO, & DUBA, 2008).

DEVELOPMENTAL MODEL

- DEVELOPMENTAL MODELS OF SUPERVISION FOCUS ON HOW THE SUPERVISEE CHANGES OVER TIME DURING THE TRAINING/CLINICAL EXPERIENCE, ASSUMING THAT THE SUPERVISEE MOVES THROUGH STAGES THAT REQUIRE DIFFERING LEVELS OF SUPERVISION. THE SUPERVISOR MODIFIES THE INTENSITY/NATURE OF SUPERVISION BASED ON SUPERVISEE GROWTH AND MAY TAKE ON THE ROLE OF TEACHER, CONSULTANT, AND COUNSELOR THROUGHOUT THE PROCESS OF SUPERVISION.

THEORY AND PRACTICE
USING THE DISCRIMINATION
MODEL: SUPERVISION
CONSIDERATIONS

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OBJECTIVES

- REVIEW THE PURPOSE OF SUPERVISION
- IDENTIFY ONE METHOD OF SUPERVISION WITHIN THE PRACTICUM/INTERNSHIP SETTING
- DISCUSS METHODS OF STUDENT EVALUATION
- DESCRIBE EXPERIENCES AND CHALLENGES WITHIN THE SUPERVISORY RELATIONSHIP
- PROPOSE STRATEGIES TO ENGAGE COMMUNITY COLLABORATION
- ADDRESS PROFESSIONAL ISSUES IN COUNSELING

THE PURPOSE OF SUPERVISION

- AN EVALUATIVE RELATIONSHIP BETWEEN SUPERVISOR AND SUPERVISEE WHICH ENHANCES PROFESSIONAL SKILLS
- ENSURES QUALITY SERVICES ARE PROVIDED TO THE CLIENT
(BERNARD & GOODYEAR, 2009)
- ACTS AS A METHOD OF GATEKEEPING WITHIN THE FIELD OF COUNSELING

THE PURPOSE OF SUPERVISION

- SUPERVISOR'S ROLE

- OVERSEE CLINICAL AND PROFESSIONAL DEVELOPMENT OF SUPERVISEE
- REMAIN EMPATHIC, FLEXIBLE, OPEN, SUPPORTIVE

- SUPERVISEE'S ROLE

- DEVELOP AS A PROFESSIONAL COUNSELOR
- DEVELOP SKILLS TO INTEGRATE THEORY INTO PRACTICE

DISCRIMINATION MODEL

- MODEL CREATED AS A TEACHING TOOL
(BERNARD & GOODYEAR, 2009)

- ATTENDS TO THREE FOCAL POINTS OF SUPERVISION
 - INTERVENTION – WHAT THE SUPERVISEE IS DOING IN SESSION THAT IS OBSERVABLE BY THE SUPERVISOR
 - CONCEPTUALIZATION – HOW THE SUPERVISEE UNDERSTANDS WHAT IS OCCURRING IN THE SESSION, IDENTIFIES PATTERNS, OR CHOOSES INTERVENTIONS, ALL COVERT PROCESSES
 - PERSONALIZATION – HOW THE SUPERVISEE INTERFACES A PERSONAL STYLE WITH THERAPY AT THE SAME TIME THAT SHE/HE ATTEMPTS TO KEEP THERAPY UNCONTAMINATED BY PERSONAL ISSUES AND COUNTERTRANSFERENCE RESPONSES

- THREE ROLES OF SUPERVISOR
 - TEACHER
 - COUNSELOR
 - CONSULTANT



SUPERVISOR ROLE

Focus of Supervision	Teacher	Counselor	Consultant
Intervention	<p>Supervisee would like to learn systematic desensitization techniques</p> <p>Supervisor teaches the supervisee relaxation techniques, successive approximation, and the desensitization process</p>	<p>Supervisee is able to use a variety of process skills, but with one client uses question-asking as primary style</p> <p>Supervisor attempts to help the supervisee determine the effect this client has that limits their use of skills in therapy sessions</p>	<p>Supervisee finds clients reacting well to metaphor and would like to know more ways to use metaphor in counseling</p> <p>Supervisor works with supervisee to identify different uses of metaphor in counseling and practice these</p>
Conceptualization	<p>Supervisee is unable to recognize themes and patterns in client thought during or following sessions</p> <p>Supervisor uses session transcripts to teach supervisee to identify thematic client statements</p>	<p>Supervisee is unable to set realistic goals for the client who requests assertion training</p> <p>Supervisor helps supervisee relate the discomfort to one's own inability to be assertive in several relationships</p>	<p>Supervisee would like to use a different model for case conceptualization</p> <p>Supervisor discusses several models for supervisee to consider</p>

SUPERVISOR ROLE CONT'D

Focus of Supervision	Teacher	Counselor	Consultant
Personalization	<p>Supervisee is unaware that the preference for a close seating arrangement reflects their own cultural background and intimidates the client</p> <p>Supervisor assigns the reading of literature summarizing proximity studies</p>	<p>Supervisee is unaware that his female client is attracted to him sexually</p> <p>Supervisor attempts to help the supervisee confront his own sexuality and resistance to recognizing sexual cues from women</p>	<p>Supervisee would like to feel more comfortable working with older clients</p> <p>Supervisor and supervisee discuss developmental concerns of older people</p>

DISCRIMINATION MODEL – SUPERVISOR ROLE

TEACHER

- RELATING
- INSTRUCTING
- ADVISING
- LECTURING
- MODELING

COUNSELOR

- THERAPIST
- SUPPORTIVE
- SHARING

CONSULTANT

- ADMINISTRATOR
- EVALUATOR
- MONITOR
- CASE REVIEWER

DISCRIMINATION MODEL

- FOCI OF DISCRIMINATION MODEL:
 - OBSERVE CONCRETE AND COMPLEX SKILLS
 - INCORPORATE ALL COMPONENTS OF THERAPEUTIC PRACTICE
 - DEVELOP PERSONAL STYLE TO ACCOMMODATE THE INTERPERSONAL RELATIONSHIPS
- GOALS MUST BE SPECIFIC, MEASURABLE, AND TIMELY
- GOALS ARE CREATED FOR LEARNING AND DEVELOPMENT

DELIVERY OF SUPERVISION

■ GROUP SUPERVISION

- LEARNING IS DEVELOPMENTAL
- ENVIRONMENT: COMMUNITY OF LEARNERS
- BENEFITS: SHARED IDEAS, INTERVENTIONS, AND STRATEGIES

■ INDIVIDUAL SUPERVISION

- PARALLEL PROCESS (THE SUPERVISEE AND SUPERVISOR EXPERIENCE IS SIMILAR TO THE EXPERIENCE OF THE CLIENT AND SUPERVISEE)
- SPECIFIC FOCUS ON STRENGTHS AND NEEDS
- SUPERVISION SESSIONS FOCUS ON DEVELOPING THERAPEUTIC STYLE FOR THE SUPERVISEE

STUDENT EVALUATION

- TECHNIQUES/INTERVENTIONS
 - VIDEOTAPE REVIEW/INTERPERSONAL PROCESS RECORDING
 - CASE PRESENTATIONS
 - SUPERVISEE SELF-REPORT
 - REFLECTION JOURNALING
 - LIVE OBSERVATION

- SUMMATIVE EVALUATION
 - QUANTITATIVE METHOD TO ASSESS LEARNING AND SKILL DEVELOPMENT
(E.G., ESSAYS, VIDEO ASSESSMENTS)

CHALLENGES AND SOLUTIONS IN SUPERVISION

- CHALLENGES OF SUPERVISOR
 - RELATIONSHIPS AND BOUNDARIES (ESTABLISH PROFESSIONAL RELATIONSHIP AND BOUNDARIES AS DEFINED BY THE PROFESSION'S CODE OF ETHICS)
 - ADDRESSING ETHICAL DILEMMAS (REFER TO THE *ACA CODE OF ETHICS*, 2014)
 - ASSESSING THE COMPETENCY OF THE INDIVIDUAL

- CHALLENGES OF SUPERVISEE
 - COUNTER-TRANSFERENCE
 - ANXIETY
 - CONFIDENTIALITY

- GATEKEEPING
 - REMEDIATION (EVALUATING THE SUPERVISEE'S FIT IN THE PROFESSION)
 - RESPONSIBLE FOR THE SAFETY OF CLIENT

COMMUNITY COLLABORATION – ADVISORY BOARD

- UTILIZE THE EXPERTISE OF COMMUNITY PARTNERS TO UNDERSTAND THE POPULATIONS SERVED
- COMMUNICATE WITH PARTNERS TO IDENTIFY STUDENT PROGRESS AT INDIVIDUAL SITES
- DISCUSS STRENGTHS AND LIMITATIONS OF STUDENT INTERNS IN ORDER TO MAINTAIN SUCCESSFUL WORKING RELATIONSHIPS

PROFESSIONAL ISSUES IN SUPERVISION

- MAINTAINING PRIVACY AND CONFIDENTIALITY OF CLIENTS
- DEVELOPING TOLERANCE AND ACCEPTANCE OF CLIENTS WITH DIFFERING BELIEF SYSTEMS
- UTILIZING A MULTICULTURAL APPROACH TO SUPERVISION WITH MARGINALIZED GROUPS

APSU CLINICAL MENTAL HEALTH COUNSELING SITE SUPERVISOR'S HANDBOOK

PLEASE MAKE SURE YOU GO TO OUR M.S. IN COUNSELING WEBSITE AND ACCESS THE **PRACTICUM & INTERNSHIP SITE SUPERVISOR'S HANDBOOK FOR CLINICAL MENTAL HEALTH COUNSELING** LOCATED ON THE SITE SUPERVISORS INFORMATION & RESOURCES TAB.

OR CLICK ON THE LINK BELOW:

[SITE SUPERVISOR RESOURCES](#)

THIS WILL PROVIDE YOU WITH VALUABLE INFORMATION, INCLUDING OUR EXPECTATIONS AND REQUIREMENTS FOR SUPERVISING OUR COUNSELING PRACTICUM/INTERNSHIP STUDENTS.

THANK YOU

THANK YOU FOR TAKING THE TIME TO REVIEW THIS CLINICAL MENTAL HEALTH COUNSELOR SITE SUPERVISION TRAINING MODULE.

PLEASE GO TO THE FOLLOWING LINK TO COMPLETE A BRIEF QUIZ ON THE MATERIALS COVERED IN THE MODULE.

[HTTPS://DOCS.GOOGLE.COM/FORMS/D/E/1FAIPQLSF2SOVX1HSLPUFNTN917SDMJTX9AT81OLEBVEBZJPITGGVTGG/VIEWFORM?USP=SF_LINK](https://docs.google.com/forms/d/e/1FAIpQLSf2SOVX1HSLPufNTN917sDMJTX9AT81OLEBVEBZJPITGGVTGG/viewform?usp=sf_link)

ONCE WE RECEIVE YOUR QUIZ RESULTS WE WILL SEND YOU A CERTIFICATE OF COMPLETION.

THE APSU COUNSELING PROGRAM FACULTY ARE GRATEFUL FOR ALL THAT YOU DO FOR OUR STUDENTS AND THE COMMUNITIES YOU SERVE.

REFERENCES

- BERNARD, J. & GOODYEAR, R. (2009). *FUNDAMENTALS OF CLINICAL SUPERVISION, 4TH ED.* BOSTON, MA: ALLYN & BACON.

