



School Counselor Site Supervision Training Module

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School Counseling Program



Practicum & Internship
Requirements

The Practicum



- ▶ The purpose of the practicum is for supervisees to develop their counseling skills.
 - ▶ Individual counseling
 - ▶ Group counseling
 - ▶ Classroom guidance
- ▶ The course requires a minimum of 120 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 school 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 **all aspects of the school counseling profession.**
- ▶ **Trainees should receive a total of 1.5 hours of direct supervision weekly.**

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

Supervisory Relationship



- ▶ Important for the personal and professional growth of the supervisee
- ▶ Often described as a “Working Alliance”
- ▶ Serves as a vehicle for learning

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 Supervisor-Supervisee Relationships (cont.)

- ▶ 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.

Everyone has a Supervision Style



- ▶ Supervision requires you to take on a several roles:
 - ▶ Teacher
 - ▶ Counselor
 - ▶ Consultant
 - ▶ Evaluator

Role of Supervisor & Skill Focus

Focus	Teacher	Counselor	Consultant	Evaluator
Process Skills	Instructing trainee about skills of reflection or paraphrasing	Probing the trainee who has difficulty using silence	Instructing trainee about using creative techniques	Providing feedback on the use and effectiveness of skills
Conceptualization skills	Assisting trainee in looking at session themes	Probing trainee's personal thoughts about the counselee	Provide tasks for trainee to practice prior to problematic group session	Assessing how well the trainee works through the counseling stages
Personalization skills	Inquiring about trainees anxiety in working with adolescent females	Asking probing questions about trainee's thoughts and feelings in a session	Supplying resources and situation for the trainee to contemplate personal beliefs & values	Provide feedback regarding personal growth & areas on which to work

The Integrated Development Model (IDM) of Supervision

STOLTENBERG AND DELWORTH (1998)



Four Stages of Supervisee Development

There are four stages of development the supervisee experiences in learning the counselor's role

Orientation (Level 1)

Transformation (Level 2)

Professional Direction (Level 3)

Integrated (Level 3i)

When a supervisee is presented with a new challenge, he/she may revert back to an earlier stage.

Three structures



▶ Self-other Awareness

- ▶ the level of awareness the trainee has related to their own skills and behaviors, as well as the understanding of the client's world.

▶ Motivation

- ▶ refers to the interest and desire to engage in training and development

▶ Autonomy

- ▶ the degree of independence the supervisee exhibits.

Eight Domains

1. Intervention skills competence
2. Assessment techniques
3. Interpersonal assessment
4. Client conceptualization
5. Individual differences
6. Theoretical orientation
7. Treatment plans & goals
8. Professional ethics

IDM - Orientation Stage



This is fun! ... Don't let go yet!!

Level 1 - Orientation

▶ Self-other Awareness:

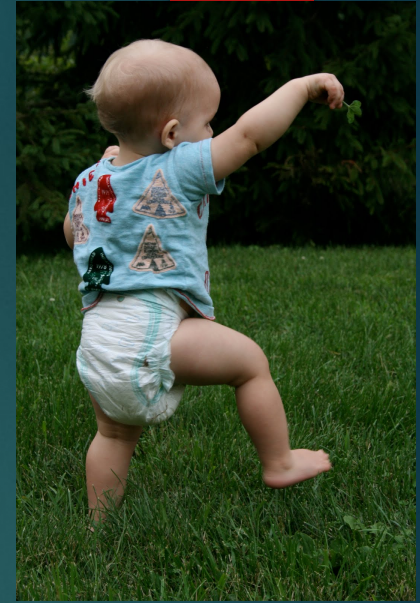
- ▶ High level of self-focus
- ▶ Anxiety related to evaluation by supervisor
- ▶ Concerned with “doing it right”

▶ Motivation:

- ▶ Motivation and anxiety focused on acquisition of skills
- ▶ Wants to know the “correct” approach

▶ Autonomy:

- ▶ Very dependent upon supervisor
- ▶ Requires high levels of structure, positive reinforcement
- ▶ Unable to tolerate direct confrontation



Level 1- Supervisor Role

Primary goal: to develop the relationship, assess competencies, educate and monitor early experiences

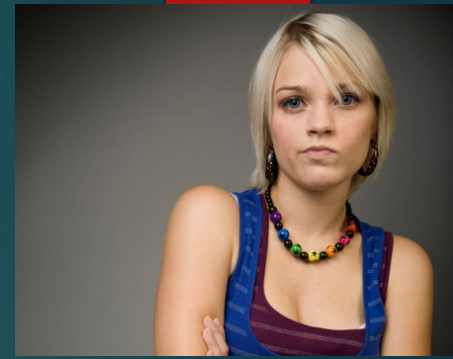
- ▶ Assume primary responsibility and encourage trainee
- ▶ Assess trainee's strengths and weaknesses in areas of training, experience, & competency
- ▶ Develop goals with trainee
- ▶ Review & sign contracts and other supervisory agreements
- ▶ Critically review trainee's prospective clients for appropriateness of placement
- ▶ Review policies and procedures (school's and those for professional practice)
- ▶ Educate trainee in areas of need (ethics, skills, group facilitation, etc.)
- ▶ Provide direct & consistent observation (counseling, group facilitation, classroom guidance)
- ▶ Provide structure for supervision sessions
- ▶ Limit autonomy until competence in performance is evident
- ▶ Provide direct feedback often

Level 2 - Transformation



I'm all that, and then some.....I THINK!

Level 2 - Transformation



▶ **Self-Other Awareness**

- ▶ Increased ability to focus on client & exhibit empathy
- ▶ Still struggles w/balancing focus on self & client
- ▶ May become confused and enmeshed w/client

▶ **Motivation**

- ▶ Fluctuates between high levels of confidence, feelings of incompetence, and confusion

▶ **Autonomy**

- ▶ Vacillates between autonomy and dependence.
- ▶ May manifest in the form of resistance

Level 2 – Supervisor Role

Primary goal: *to transition from dependency to independent practice.*

- ▶ Role play, provide ethical dilemmas, play devil's advocate, design “what if” scenarios for trainee to explore
- ▶ Suggest various theoretical approaches for each case
- ▶ Facilitate discussion of various treatment alternatives (group activities, classroom guidance, role in consultation w/ parents, teachers, etc.)
- ▶ Assist trainee with choosing course of action
- ▶ Provide trainee with opportunities to discuss client and presenting problem from trainee's perspective
- ▶ Create opportunities for trainee to struggle with decisions and consequences
- ▶ Ask questions & expect trainee to seek answers (be prepared to assist)
- ▶ Share responsibility with the supervision session structure
- ▶ **Reduce directive stance** and encourage democratic decision-making
- ▶ Provide formative feedback consistently and develop a plan of action collaboratively w/trainee for improvement

This stage often characterized by a struggle in the supervisory relationship as trainees want to move forward and supervisors want to tread carefully.

Level 3 - Professional Direction



I got this now...I'm a PROFESSIONAL!

Level 3 - Professional Direction



▶ Self-Other Awareness

- ▶ A different type of self awareness emerges.
- ▶ Demonstrates the ability to stay focused on the client while attending to personal reactions/responses to client
- ▶ This ability is utilized in decision-making about the client

▶ Motivation

- ▶ Consistent as confidence increases
- ▶ May still exhibit some self-doubt, but the doubt has less impact on ability to proceed

▶ Autonomy

- ▶ Solid belief in own judgement, and skills
- ▶ Supervision becomes more a consultation and increase collegiality is exhibited

Level 3 – Supervisor Role

Primary goal: *foster independence and prepare trainee for work as an independent professional*

- ▶ Review goals and progress
- ▶ Listen to and encourage trainee
- ▶ Monitor primarily through self-report and documentation with occasional direct observation
- ▶ Provide summative evaluation
- ▶ Take responsibility for termination of formal supervisory relationship
- ▶ Be open to and seek evaluative feedback on the supervisory process, the structure of supervision and specific supervisory skills

Culturally & Ethically Competent Supervision



Culturally Competent Supervisor

- ▶ 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 in Counselor Supervision

- ▶ 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), the *ACA Code of Ethics* (2014), and the *ASCA Ethical Standards for School Counselors* (2016).

Ethical and Legal Considerations (cont.)

- ▶ 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.

Ethical Issues in School Counselor Supervision

Pay particular attention to ethics regarding:

- ▶ Confidentiality & informed consent
- ▶ School district referral policies
- ▶ Danger to self & others
- ▶ Handling of Student Records
- ▶ Technology
- ▶ Parent Rights

APSU School 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 School 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 school counseling practicum/internship students.

THANK YOU!

Thank you for taking the time to review this School Counselor Site Supervision Training Module.

Please go to the following link to complete a brief quiz on the materials covered in the module.

[Training Module Quiz](#)

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, the community, and the schools you serve.