



On-Site Supervisor Orientation and Training

Counseling and Development Program
Graduate Studies in Education

x



WELCOME!

Thank you!

The faculty and students of the PUC Counseling and Development Program wish to thank you for your generous contribution of time, energy, and expertise in serving as an on-site supervisor for one of our practicum/internship students. Your efforts help to promote excellence in the field of Counseling, and the supervisory role you play will elevate the quality of experience, education, and professional development of the practicum/internship student at your site.

x

Rationale

The Counsel for Accreditation of Counseling and Related Educational Programs (CACREP) standards state that all on-site supervisors must receive orientation, assistance, and consultation regarding clinical supervision of counseling practicum/internship students. This PowerPoint presentation has been developed to provide basic information about clinical supervision and resources related to the supervision of students in either school or community agency settings. A supervisor or faculty member from the university will also be in touch with site supervisors periodically throughout placement to provide any assistance needed. You are encouraged to contact the university supervisor at any time with questions or concerns you may have. Contact information for faculty is provided at the end of this presentation.

x

Expectations for Interns

In compliance with CACREP standards, we require our mental health and school counseling interns to complete 100 hours at practicum. Mental health students complete 900 hours in internship and school counseling interns complete 600 hours at internship sites. During practicum and internship, students attend university group supervision in which they discuss cases using video or audio tapes of counseling sessions and receive feedback from faculty supervisors and peers to enhance their learning experience. Additionally, practicum and internship students must develop a learning contract approved by both on-site and university supervisors and maintain logs of their time spent at the site. Most importantly, practicum and internship students are to receive on-site supervision for one hour weekly throughout the duration of their field experience.

x

Expectations of On-Site Supervisors

Each on-site supervisor is provided with a PUC Practicum/Internship Site Supervisor Manual. Please review this manual to learn about specific experiences needed by practicum/internship students, examples of learning contract formats, and supervisor evaluations of practicum/internship students.

x

What is Clinical Supervision?

Clinical supervision is “an intervention that is provided by a senior member of a profession to a junior member or members of the same profession. The relationship is evaluative, extends over time, and has the simultaneous purpose of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to the clients, and serving as a gatekeeper for those who are to enter the particular profession” (Bernard & Goodyear, 1992; 1998).

x

How Does Clinical Supervision differ from Administrative Supervision?

While overlap does exist, Clinical Supervision and Administrative Supervision differ in distinct ways. This difference is relevant because many on-site supervisors are more familiar with administrative supervisory roles and have little or no formal training in Clinical Supervision. As a Clinical Supervisor, you are responsible for the development of the supervisee, as well as, the safety and quality of services delivered to the client(s) by the supervisee. Much of the focus, then, is given to individual cases. Administrative Supervision, on the other hand, places more of an emphasis on issues related to larger matters of organizational functioning (which also includes service delivery).

x

How Does Clinical Supervision differ from Administrative Supervision, continued?

However, Administrative Supervisory skills such as maintaining open communication with the university supervisors, as well as, keeping a written record of each meeting with the supervisee (perhaps in the form of a process or progress note), are also needed by Clinical Supervisors. This written documentation will provide you with an overall view of the supervisee's progress over the course of the semester, helping to inform and support your evaluation of the supervisee, and, also protecting you in the event that litigation may occur.

x

PURDUE
UNIVERSITY
CALUMET

Clinical Supervision in Counseling

A Supervisor is...

Supervisor Domains

```
graph TD; A[Supervisor Domains] --> B[Trainer or Instructor]; A --> C[Consultant]; A --> D[Counselor];
```

● Discrimination Model. (Bernard, 1979).

x

PURDUE
UNIVERSITY
CALUMET

Clinical Supervision in Counseling

Instructor Functions:

1. Teach, demonstrate, or model intervention strategies. Explain the rationale behind specific strategies and/or interventions.
2. Interpret significant events in the counseling session.

x

PURDUE
UNIVERSITY
CALUMET

Clinical Supervision in Counseling

Counseling Functions:

1. Explore supervisee feelings during the counseling and/or supervision session.
2. Facilitate explorations of the supervisee's worries during the counseling session.

x

PURDUE
UNIVERSITY
CALUMET

Clinical Supervision in Counseling

Consulting Functions:

1. Encourage supervisee brainstorming interventions to use.
2. Allow supervisee to structure supervision session.

x

Combined Functions:

1. Assist identification and use of cues in client's and supervisee's behavior.
2. Explore supervisee's intentions in sessions.

x

Supervision Competencies

There are Seven Clinical Supervision Competencies for which you should strive in order to optimize the experience for both you and the supervisee. These competencies appear in the following slides along with examples of goals for meeting them.

x

PURDUE
UNIVERSITY
CALUMET

Clinical Supervision in Counseling

Supervision Competencies

Competency 1: Models of Supervision

Goal: To engage the supervisor with the supervisee in understanding and applying a model of supervision

x

PURDUE
UNIVERSITY
CALUMET

Clinical Supervision in Counseling

Supervision Competencies

Competency 2: Counselor Development

Goal: Be able to identify developmental stage of supervisee and self during a session

x

PURDUE
UNIVERSITY
CALUMET

Clinical Supervision in Counseling

Supervision Competencies

Competency 3: Knowledge and use of a variety of supervision methods and techniques.

Goal: To experience a variety of supervision techniques

x

PURDUE
UNIVERSITY
CALUMET

Clinical Supervision in Counseling

Supervision Competencies

Competency 4: Awareness of supervisory relationship characteristics and issues: Intervention strategies to facilitate positive interaction

Goal: To maintain ability to interact equitably where appropriate and to demonstrate assertiveness when necessary to ensure that the issues for supervision are completely covered during the session

x

PURDUE
UNIVERSITY
CALUMET

Clinical Supervision in Counseling

Supervision Competencies

Competency 5: Knowledge and response to ethical, legal, and professional regulatory issues

Goal: To ensure that the supervisee be well informed about legal/ethical issues in counseling and supervision

x

PURDUE
UNIVERSITY
CALUMET

Clinical Supervision in Counseling

Supervision Competencies

Competency 6: Evaluation methods and procedures regarding the counselor's cases, the counselor's skills, and the supervisor's skills

Goal: To evaluate skills of supervisee and your skills as supervisor

x

PURDUE
UNIVERSITY
CALUMET

Clinical Supervision in Counseling

Supervision Competencies

Competency 7: Executive or administrative skills such as record keeping and collaboration with the institutions involved

Goal: To maintain appropriate records and oversee supervisee's records

x

PURDUE
UNIVERSITY
CALUMET

Clinical Supervision Competencies

Stages of Supervision, Competency 2: Counselor Development

Littrell et al. (1979) outlined four stages of development that occur in supervision:

1. Orientation Stage
2. Working Stage
3. Transition Stage
4. Integration Stage

x

PURDUE
UNIVERSITY
CALUMET

Stages of Intern Development

Orientation Stage

During this stage the supervisor/supervisee relationship is established and the learning contract/agreement is constructed. Teaching and counseling are the primary roles the supervisor will play during this stage.

x

PURDUE
UNIVERSITY
CALUMET

Stages of Intern Development

Working Stage

The supervisee is exposed to clients during this stage and the supervisor begins to assess the supervisee's strengths and weaknesses. As the supervisee progresses through this stage, he or she might strengthen existing skills or learn new strategies. The supervisor will provide knowledge, structure, and support by alternating between roles of teacher and counselor (Nelson & Johnson, 1999)

x

PURDUE
UNIVERSITY
CALUMET

Stages of Intern Development

Transition Stage

This stage is marked by a gain in the supervisee's self-confidence related to an improvement in skills. The supervisee's self-awareness should be greater and he/she should be encouraged by the supervisor to assert his/her independence and to offer options or suggestions for interventions rather than looking to the supervisor for answers. The supervisor begins to adopt the role of a consultant at this stage. (Nelson & Johnson, (1999).

x

PURDUE
UNIVERSITY
CALUMET

Stages of Intern Development

Integration Stage

This stage may not be attained by the supervisee until he/she has acquired more post-master's experience in the school or agency. However, a few students may have either considerable skills or previous related work experience that helps them reach this stage while still in internship. The competence level that accompanies this stage includes knowledge of solid counseling skills important for the site, as well as skills necessary to create his/her own strategies, activities, or programs for clients. On-Site supervisors at this stage will still find it appropriate to assume roles of teacher or counselor at times, but the primary role will be that of consultant and the relationship between supervisor and supervisee is more of a partnership. The supervisor, however, continues to provide the supervisee with verbal feedback and written evaluations.

x

PURDUE
UNIVERSITY
CALUMET

Clinical Supervision Competencies

Structuring the Supervision Session, Competency 3: Supervision Methods and Techniques

It is the task of the supervisor to provide a balanced structure to the supervision session. Following is a session structure that can be tailored to meet your specific situation.

1. Information about the counseling case: presenting problem, history, previous solution attempts, information about counselee
2. Counseling plan: goals, action steps, desired outcomes
3. Counselor's actions: techniques, skills, strategies, interventions
4. Counselor's self-awareness: thoughts, feelings about client, feelings about self, about the counseling process
5. Counselor's request for help from supervisor
6. Feedback is given first about counselor's strengths then areas needing improvement
7. Future direction for the case and future goals for the counselor are determined

x

PURDUE
UNIVERSITY
CALUMET

Clinical Supervision Competencies

Techniques and interventions for Supervision

1. Interpersonal Process Recall – An intervention that can be used when reviewing a video tape, pausing the video to explore moments in the session. It allows the supervisor to lead the intern in self-exploration. Examples from Bernard and Goodyear (1998, p102) follow:
 - ❖ Affective Exploration
Were you aware of any feelings?
 - ❖ Exploring Unstated Agendas
What would you like to have said at this point?
What's happening here?
If you had more time, where would you have liked to have gone?

x

PURDUE
UNIVERSITY
CALUMET

Clinical Supervision Competencies

Interpersonal Process Recall, Continued

- ❖ Exploring Cognitions
 - What were you thinking at that time?
 - Is that the image you project?

- ❖ Exploring Images
 - What was going on in your mind at that time?
 - Were any pictures, images, or memories flashing through your mind then?

- ❖ Exploring Mutual Perceptions
 - Was the client giving you cues as to how he/she was feeling?
 - How do you think he/she felt about talking about this problem?

- ❖ Exploring Expectations
 - What did you want the client to do/say?

x

PURDUE
UNIVERSITY
CALUMET

Clinical Supervision Competencies

Techniques and interventions for Supervision

2. Modeling

Modeling is accomplished when the supervisor demonstrates within the supervision session a particular behavior for the benefit of the supervisee.

3. Role-Playing and Role-Reversal

Role-play and role-reversal are accomplished when the supervisor and supervisee engage in rehearsal of some past or future counseling situation for the benefit of the supervisee.

x

Competence to Supervise

The ACA (1995) *Code of Ethics* states that counselors who offer clinical supervision services must be “adequately prepared in supervision methods and techniques” (Standard F.1.f). To practice supervision outside of the scope of one’s competence constitutes a violation of ethical standards. Site supervisors are asked to complete this on-line training and encouraged to seek additional training in supervision through workshops and other professional development opportunities.

x

Confidentiality

Review:

- Confidentiality – An ethical concept that indicates an explicit promise to reveal nothing about an individual except under conditions previously agreed to between the counselor and client/student
- Privacy – The client/student’s right not to have private information divulged without informed consent
- Privileged Communication – A legal concept, based on state statute, that refers to the right of clients not to have their confidential communications used in open court without their consent

A discussion of these topics should take place between the supervisor and supervisee to clarify their meaning in the context of supervision. Supervisors should protect the confidentiality of the clients with whom the supervisee is working by maintaining written records in a secure, locked file and erasing any audio- or video-tapes of reviewed sessions.

x

PURDUE
UNIVERSITY
CALUMET

Ethical and Legal Considerations in Supervision

Confidentiality

Informed Consent

Supervisees need to be made aware of:

- Expectations and responsibilities during their practicum/internship
- Consequences for not meeting expectations
- Conditions that dictate their success in practicum/internship

Clients/students (and their parents) need to be made aware of the supervision process including:

- Qualifications of the supervisor and supervisee
- Discussion and review of sessions will occur between supervisor and supervisee
- Taping or observation of sessions may occur
- Emergency procedures, if needed

x

PURDUE
UNIVERSITY
CALUMET

Ethical and Legal Considerations in Supervision

Boundaries of Supervisory Relationship

Dual relationships between supervisors and supervisees, including intimate, therapeutic, and social relationships, are unethical and should be avoided to prevent impairment of the supervisor's judgment and the risk to the supervisee of exploitation.

The Standards for Counseling Supervisors (Association for Counselor Education and Supervision, 1990) caution supervisors to:

- Refrain from engaging in social contacts or interactions with supervisees that would compromise the supervisory relationship and their ability to complete an objective evaluation of the supervisee
- Prevent establishing a therapeutic relationship with the supervisee by addressing personal issues in supervision only in terms of the impact of these issues on professional functioning

x

PURDUE
UNIVERSITY
CALUMET

Ethical and Legal Considerations in Supervision

Accountability and Liability

Legal Issues for Clinical Supervisors

- **Malpractice** – Supervisors are expected to know and follow the laws and the profession's ethical standards of practice that provide for the care and well-being of clients/students
- **The Duty to Warn** – Stems from the landmark Tarasoff v. Regents of the University of California, 1976 case and is a reminder to supervisors that it is important to remind supervisees of conditions under which it would be appropriate to implement the duty to inform an intended victim.

x

PURDUE
UNIVERSITY
CALUMET

Ethical and Legal Considerations in Supervision

Accountability and Liability

Legal Issues for Clinical Supervisors, cont'd

- **Direct Liability** – when the actions of the supervisor are the cause of harm to the client (i.e., the supervisor did not perform adequate supervision for a novice counselor)
- **Vicarious Liability** – the supervisor is held liable for the actions of the supervisee when these actions were not suggested or even known by the supervisor – the supervisor is liable by virtue of the relationship with the supervisee. To reduce the likelihood of this occurring the supervisor should:
 - Maintain a trusting relationship with the supervisee
 - Have a healthy respect for the complexity of the law and recognize the need for competent legal aid should it be needed
 - Have adequate liability insurance and be sure that supervisees also carry liability insurance

x

Evaluation

The ultimate goal of clinical supervision is to assist supervisees to develop skills in self-evaluation that they will continue to use throughout their professional careers. Supervisors can engage in productive and fair evaluation of supervisees by:

- Providing a written job description, a list of responsibilities and expectations, and a list of agency/school policies and procedures
- Providing the supervisee with a specific explanation of how his/her performance will be evaluated
- Providing the supervisee with consistent and honest feedback
- Providing the supervisee with specific descriptions of behaviors that will lead to improvement
- Providing the supervisee with opportunities to correct mistakes

x

Ethical Standards and Guidelines

[Ethical Guidelines for Counseling Supervisors](#)

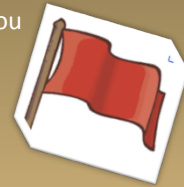
[ACA Code of Ethics](#)

[ASCA's Ethical Standards for School Counselors](#)

x

When to Contact the University Supervisor

- You are leery about the supervisee's counseling skills
- You are unsure the supervisee is appropriate for your agency/school/setting
- The supervisee is exhibiting questionable ethical behavior
- The supervisee's conduct is unprofessional
- The supervisee is not following through on suggestions/requests made in supervision
- You have received complaints about the supervisee from other staff members or clients/students
- The university supervisor has not been in communication with you



x

Contact Information

Dr. Lisa Hollingsworth, Program Chair
219-989-2789 hollings@purduecal.edu

Dr. Suzanne Degges-White
219-989-2456 dwhites@purduecal.edu

Dr. Mary Didelot
219-989-2059 didelot@purduecal.edu

Mrs. Bonnie Colon, Field Experience Coordinator
219-989-2693 bcolon@purduecal.edu

x



The PUC Counseling and Development Faculty express their appreciation to the Counselor Education program at Virginia Tech for allowing us to “borrow” from their On-Site Supervisor Orientation and Training in developing this PowerPoint presentation.

x



Verify Completion of Training

When you have completed this PowerPoint...

- Please email Bonnie Colon at bcolon@purduecal.edu to verify that you have completed the on-line orientation/training in supervision.

Thank you!!

x