INDIVIDUAL/SITE SUPERVISOR ORIENTATION & TRAINING
Welcome & Thank You

On behalf of the faculty and students in the counselor education program at OSU-Cascades thank you for committing to the development and growth of our practicum and internship students. Your time, expertise, and energy serving as a site/individual supervisor is very much appreciated.

You play a pivotal role in our students’ development as their designated supervisor. Again, thank you. We hope that you are also able to benefit and learn from hosting our students!
Rationale

• The Council for Accreditation of Counseling & Related Educational Programs (CACREP) standards required that all on-site and individual supervisors receive orientation, training, assistance, and consultation regarding the clinical supervision of counseling practicum and internship students. This PowerPoint presentation has been designed to provide basic information about clinical supervision and resources related to the supervision of our students on the school counseling or clinical mental health counseling tracks.

• University faculty will contact site supervisors periodically throughout a placement and provide resources as needed. Please feel free to contact the group supervisor or practicum and internship coordinator at any time with any questions or concerns that might arise throughout a placement. The contact information of faculty is provided towards the end of this presentation.
Expectations

We require our School Counseling students to complete a 100-hour practicum experience. Following this field experience that typically spans two quarters, students engage in a 9-month or 12-month internship experience. CACREP accreditation requires the following for program and students:

School counseling students:

• Complete a **600 hour** internship, of which includes at least **240 hours of direct** student contact.
• Receive **15 hours of weekly group supervision** in which they discuss cases using video or audio files of counseling sessions (this is completed with the internship instructor/university supervisor).
• Receive feedback from faculty supervisors and peers to enhance their counseling development.
• Receive site/individual supervision with a minimum of **one hour individual supervision** weekly throughout the duration of the field experience.
• Develop a learning contract with you (site supervisor) and signed by each of you.
• Maintain a log of their hours at their site(s) and approved/signed by each of you before the end of each quarter.
• Site/individual supervisors should frequently check-in with students to ensure student and site needs are being met.

If you feel you are unable to provide this structure to our students please let the Practicum & Internship Coordinator know so we can look into providing our students with the necessary CACREP-approved supervision.
Expectations

- Each site/individual supervisor should be provided with an OSU Cascades Practicum/Internship Manual prior to the student’s experience.
- Please review this manual to learn about the specific clinical/educational experiences required for practicum and internship students.
- The manual includes the learning contract, supervisor evaluation, among other relevant field experience paperwork.

Note: If you feel you are unable to provide this structure to our students please let the Practicum & Internship Coordinator know so we can look into providing our students with the necessary CACREP-approved supervision.
What is Clinical Supervision?

“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)
Clinical Supervision

- How is administrative supervision different from clinical supervision?

Some overlap certainly exists but there are noteworthy differences. The difference is very relevant because some on-site supervisors may be more familiar with administrative supervisory roles and have little or no formal training in Clinical Supervision.

As a clinical supervisor you are responsible for and committed to the development of the supervisee, in addition to the safety and quality of services delivered to the student(s)/client(s) by the supervisee. Much of your focus in supervision will be on individual student/client cases and the specific developmental goals of the supervisee.
How is administrative supervision different from clinical supervision?

Administrative supervisory skills are certainly needed (i.e., maintaining open communication with university supervisor, keeping written record of each meeting with supervisee) for successful clinical supervision.

Keeping a written record of your meetings/interactions with supervisees will allow you to document the supervisee’s progress over the span of an academic year and also protect you in the event that litigation may occur.
Supervisor Roles

- A supervisor is...
  - Trainer/Instructor
  - Consultant
  - Counselor
  - Evaluator

Supervisor Roles

- Instructor Functions:
  1. Teach, demonstrate, and/or model intervention strategies and client conceptualization. Explain rationale behind specific strategies and/or interventions.
  2. Interpret significant events in the counseling session.
Supervisor Roles

- Counselor Functions
  1. Explore supervisee feelings during the counseling and/or supervision session
  2. Facilitate explorations of the supervisee’s worries during the counseling session
  3. Expand supervisee self and other awareness related to cross-cultural and ethical issues impacting the effectiveness of the counseling relationship
Supervisor Roles

- Consultant Functions
  1. Encourage supervisee brainstorming interventions to use.
  2. Meet the supervisee on an equal playing field, which provides the supervisee space to take risks in sharing their own intervention and conceptualization ideas.
  3. Allow supervisee voice in the structure of the supervision session.
Supervisor Roles

▪ Evaluator Functions

1. As the supervisor it is your responsibility to provide an end-of-term evaluation with your supervisee (mid-term and final evaluation for practicum)

2. Consider collaboration during the evaluation process and be open to your supervisee’s perceptions of their own development.

3. Communicate directly with group supervisor and clinical coordinator when you experience any kind of supervisee issue or if you envision that the supervisee is not on a passing trajectory.
Supervisor Roles

- Combined Functions
  1. Assists in the identification and use of cues in client’s/student’s and supervisee’s behaviors which hopefully contributes to client/student and supervisee growth.
  2. Explore supervisee’s intentionality and perceived and actual growth in sessions.
Supervision Competencies

There are **seven** clinical supervision competencies you should strive toward in optimizing the supervision experience for both you and the supervisee. These competencies appear in the following slides along with examples of goals for meeting them.
Supervision Competencies

- Competency 1: Models of Supervision

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

- Competency 2: Counselor Development

Goal: Be able to identify the developmental stage of a supervisee and self during session and throughout the supervisory relationship.
Supervision Competencies

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

**Goal:** To experience a variety of supervision techniques to adequately meet and extend the developmental level of the supervisee.
Supervision Competencies

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

**Goal:** To maintain ability to interact equitably and transparently and to demonstrate assertiveness when necessary to ensure that the issues for supervision are completely covered during the session.
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.
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
Supervision Competencies

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

**Goal:** To maintain appropriate record and oversee supervisee’s records
Counselor Development

- Stages of Supervision

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

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

- **Orientation Stage**

During this stage the supervisor/supervisee relationship is established. The student initiates the learning contract/agreement at this time. The supervisee learns agency policies/procedures. The teacher and counseling roles are the primary roles you might expect to play in this stage.

**Example:** explore supervisee goals, perceived deficits/strengths, supervision preferences, share your approach and expectations for supervision
Counselor Development

- **Working Stage**

The supervisee is exposed to clients during this stage and continues to learn agency policies/procedures. Supervisor begins to assess 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, resources, and support by alternating between the roles of teacher and counselor (Nelson & Johnson, 1999).
Counselor 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 and other 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 consultant at this stage.
Counselor Development

- **Integration Stage**
  This stage may not be attained by the supervisee until he/she has acquired more post-masters experience in the school or agency. Even licensed professionals may not attain this stage.
  
  Some students may have either considerable skills or previous 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, and/or programs for clients or students.
  
  The supervisor at this stage may find it appropriate to assume the 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 continues to provide the supervisee with verbal feedback and written evaluations.
Counselor Development

- Summary

The model has been presented as a linear stage model, but you will notice that students may dip in and out of the different stages at different times in your work with them.

If you notice that your students are not moving in and out of the stages and that there is an overall lack of growth you should contact the group supervisor and/or the clinical coordinator of the counseling program.
Supervision Methods & Techniques

- Structuring the Supervision Session

Here is an example of how you might structure your supervision session:

1. Student provides information about counseling case: presenting problem, history, previous solution attempts, information about client/counselee
2. Counseling Plan: goals, actions, steps, diagnosis, holistic wellness assessment, 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, multicultural and ethical considerations
5. Counselor’s request for help from supervisor
6. Feedback is given first about counselor’s strengths and deficits
7. Future direction for the case and future goals for counselor determined
1. Interpersonal Process Recall (IPR)—An intervention used when reviewing video/audio tape, pausing the audio to explore moments in the session, allowing for supervisor to lead the supervisee in self-exploration. Examples from Bernard & Goodyear (1998, p 102):

Affective Exploration
What are you feeling at this moment in the tape?
Exploring unstated agendas
  What is it you wish you would have asked?
  What’s happening right here?
  What was it you were hoping the client would experience?
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 picture, images, or memories flashing through your head?

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

2. Modeling
Modeling occurs through the supervisor demonstrating within the supervision session a particular behavior for the benefit of the supervisee.

3. Role Playing & Role Reversal
Occurs when the supervisor and supervisee engage in rehearsal of some past or future counseling situation for the benefit of the supervisee.
Ethical & Legal Considerations in Supervision

- Competence to supervise

The ACA (2014) code of ethics states that counselors who offer clinical supervision services must be “trained in supervision methods and techniques” (standard F.2.A). To practice supervision outside of the scope of one’s competencies constitutes a violation of ethical standards. Site/individual supervisors are asked to complete this online training and encouraged to seek additional training in supervision through workshops and other professional development opportunities.
Ethical & Legal Considerations in Supervision

- Confidentiality Review

Confidentiality: an ethical concept explicitly indicating a promise to reveal nothing about an individual except under conditions previously agreed upon between the counselor and client/student.

Privacy: The client/student’s right to protected information.

Privileged Communication: A legal concept, based on state statute, that refers to the right of clients/students not to have their confidential communications used in open court without their consent.

A discussion of these topics should take place between 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 files/tapes of reviewed sessions.
Ethical & Legal Considerations in Supervision

- Confidentiality: Informed Consent

Supervisees need to be made aware of:
  - Expectations and responsibilities during their practicum/internship
  - Consequences for meeting and not meeting expectations
  - Conditions that dictate their success in practicum/internship

Clients/students (and parents/guardians) need to be made aware of the supervision process including:
  - Qualifications of supervisee and supervisee
  - Discussion and review of sessions will occur between supervisor and supervisee
  - Taping or observation of sessions may occur
  - Emergency procedures, if needed
Ethical & 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 (ACES, 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
Ethical & Legal Considerations in Supervision

- Accountability & Liability

**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.

**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.
Ethical & Legal Considerations in Supervision

- **Accountability & Liability**

**Direct Liability:** when the actions of the supervisor are the cause of harm to the client/student (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
Ethical & Legal Considerations in Supervision

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 for behaviors that will lead to improvement
- Providing the supervisee with opportunities to correct mistakes
Ethical & Legal Considerations

- 2014 ACA Code of Ethics
  http://www.counseling.org/knowledge-center/ethics
- Ethical Guidelines for Counseling Supervisors
  http://www.acesonline.net/members/supervision/
- ASCA’s Ethical Standards for School Counselors 2016
When to be in touch with the Group Supervisor

- This is typically the Instructor of Record for the practicum or internship experience
- Be in touch if/when you have ANY concerns about a student, whether it be competency-based and/or legally and ethically-based
- How do I know who the group supervisor is?
  - Ask the student
  - Contact the Practicum & Internship Coordinator
- If ever in doubt, get in touch with the MCOUN School Counseling Program Coordinator!
Counselor Education Faculty

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We acknowledge and thank...

- The Purdue University Counseling & Development faculty and staff for granting us permission to use and adapt their training to meet the needs of site supervisors in Central Oregon.
Verification of Completion

Please email the ‘verification of completion form’ to the current educational placement coordinator of school counseling, to indicate that you have completed this supervision orientation and training

Thank you for taking and supporting our students!