

Individual / Site Supervisor Orientation & Training

Master of Counseling (MCoun)



Oregon State University

Cascades



Welcome
and 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 requires 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 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.

CACREP (2016) Expectations

- Site supervisors have
 - (1) a minimum of a master's degree, preferably in counseling, or a related profession;
 - (2) relevant certifications and/or licenses;
 - (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (
 - 4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and
 - (5) relevant training in counseling supervision.
- Supervision of practicum and internship students includes program-appropriate audio/video recordings **and/or** live supervision of students' interactions with clients.
- 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.
- Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.

Clinical Mental Health

Practicum

- Typically 2 quarters
- Must receive a minimum of 1 hour of individual/triadic supervision each week
- Must receive a minimum of 1.5 hours of group supervision each week

Internship

- Typically 4 quarters
- 900-hour internship experience, of which at least 240 hours must be direct client contact
- Must receive a minimum of 1 hour of individual/triadic supervision each week
- Must receive a minimum of 1.5 hours of group supervision each week

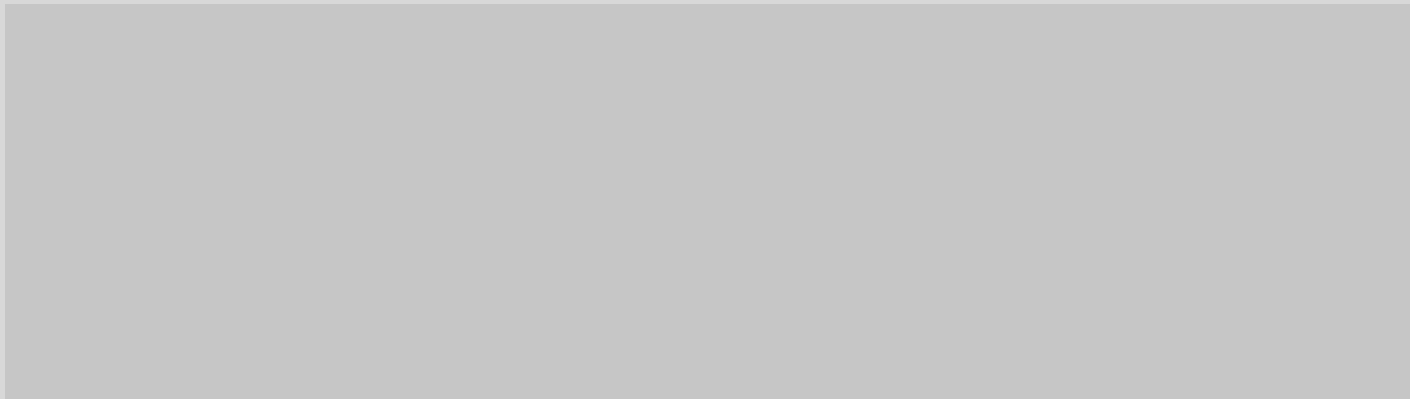
Expectations

- We require our CMHC and 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.
 - CMHC students complete a 900 hour internship experience, of which includes at least 240 hours of direct client contact.
 - School counseling students complete a 600 hour internship, of which includes at least 240 hours of direct student contact.
- Both School and CMHC students must receive 1.5 hours of weekly group supervision in which they discuss cases using video or audio files of counseling sessions.
 - They receive feedback from faculty supervisors and peers to enhance their counseling development.
- In addition, site/individual supervisors provide a minimum of one hour individual supervision weekly throughout the duration of the field experience.
- You and the student will develop a learning contract approved by both the student and the supervisor. Students shall maintain a log of their hours at their site(s) and 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 Donna Harris or the Program Lead 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 Internship Handbook prior to the student's experience.
 - Please review this handbook to learn about the specific clinical/educational experiences required for practicum and internship students.
 - The handbook includes the learning contract, supervisor evaluation, clinical and dispositional evaluations, informed consent documents, and other relevant field experience paperwork.
- Each term you will complete a Clinical Skills Evaluation on the student as well as sign off on internship logs (both in Supervision Assist)
- All paperwork must be submitted by the student at the end of Week 10 of a term in order to pass internship

Requirements and Documentation



Internship Policies & Procedures

- Can all be found within the MCOUN program Practicum and Internship Handbook that can be found [here](#) for CMHC.
- Students are responsible for communicating with you due dates for paperwork completion (typically in the 10th week of each term)

When can students accrue direct hours?

- During OSU Academic terms only
- Students cannot accrue direct client contact hours during OSU-designated breaks and holidays
 - [University recognized holidays](#)
 - Winter Break/Spring Break/Summer Breaks

Supervision Contract

- A supervision contract is strongly recommended.
- An outline can be found in the Internship Handbook.

Clinical Skills Evaluation

- Clinical Skills Evaluation are to be completed in Supervision Assist and reviewed with the student every quarter by the university/group supervisor.
- We encourage site supervisors to be in contact with group supervisors to add relevant information.

Competency in Attending

- Attending is the foundation of counseling; it lets the client know that the counselor is present and listening

Engagement in Supervision

- Clinical supervision is a required process where an experienced counselor facilitates, oversees, and evaluates the professional development of a growing counselor

Competency in Navigating the Clinical Session

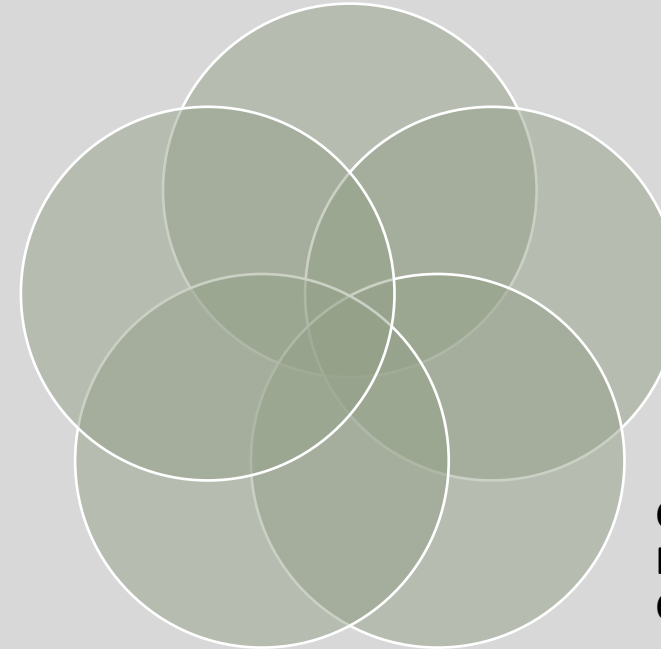
- The clinical session is the 50-minute session; the counselor is responsible for facilitating the session

Competency in Empathy

- Empathy is the ability to understand and share the feelings of another; in counseling, empathy is used to help the client to clarify personal experience and meaning

Competency in Foundational Counselor Responses

- Foundational counselor responses are the very basic skills to facilitate the counseling relationship



Disposition Evaluation

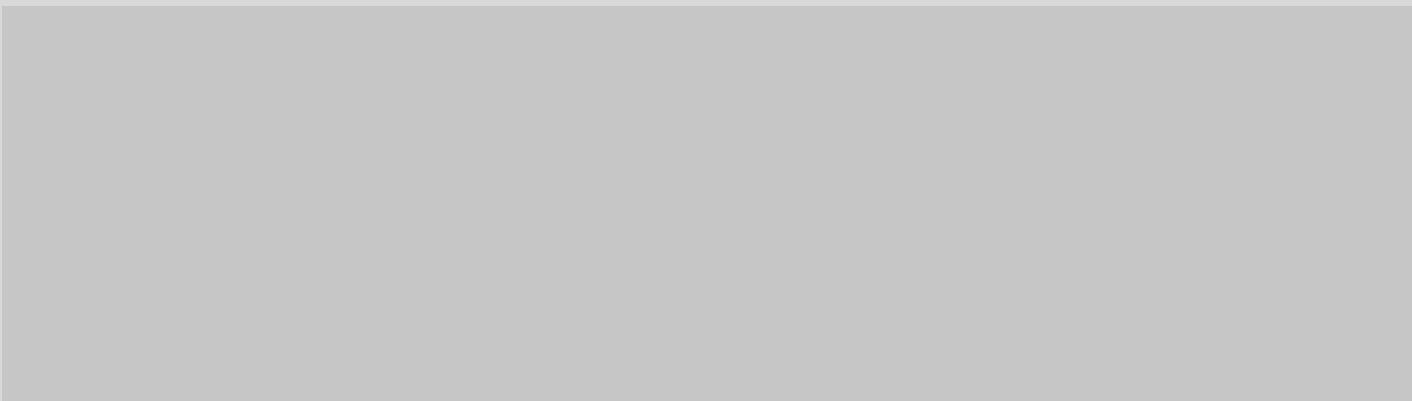
- Disposition Evaluations are to be completed and reviewed with the student every quarter by the university/group supervisor.
- We encourage site supervisors to be in contact with group supervisors to add relevant information.



Hour Logs

- Hour Logs are to be completed in Supervision Assist and reviewed ongoing with the student every quarter. These must be signed by both the site supervisor and the university supervisor.
- A student's failure to complete and submit hour logs in a timely manner may result in an incomplete grade or inability to graduate until hours are confirmed.

Collaborating with OSU-Cascades Faculty



When to be in touch with the Group Supervisor (Faculty)

- 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 or Program Lead

If ever in
doubt, get in
touch!

When to be in touch with the Internship Coordinator

- Always feel free to be in touch with me:
 - chris.madigan@osucascades.edu
- Anytime you have a concern about a student, and it has not been resolved with the group supervisor, feel free to contact the Program Coordinator
- Also be in touch for any other reason(s)!
- Melisa DeMeyer, PhD, NCC, LPC
 - melisa.demeyer@osucascades.edu
 - Program Coordinator

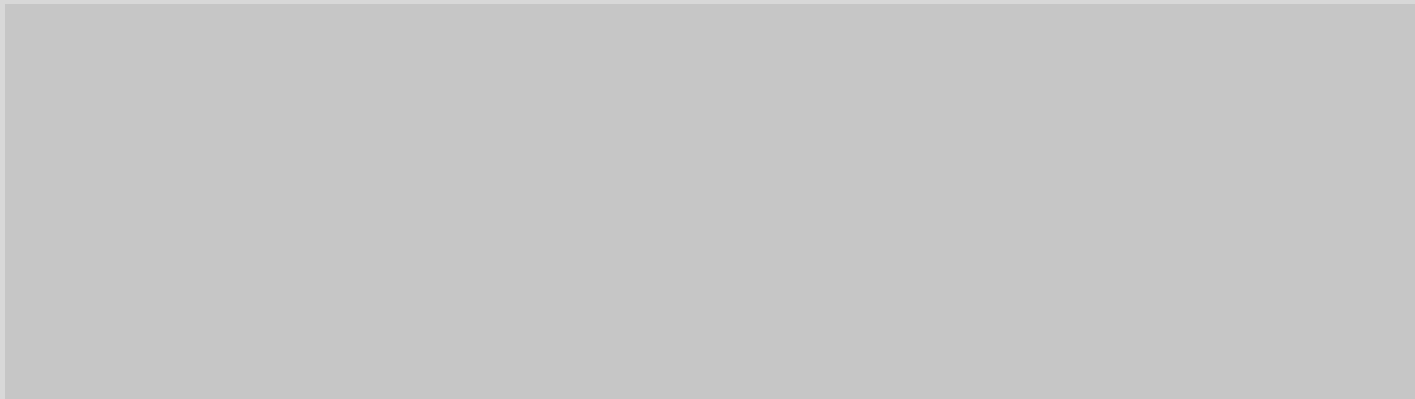
Counselor Education Faculty for CMH Field Experience



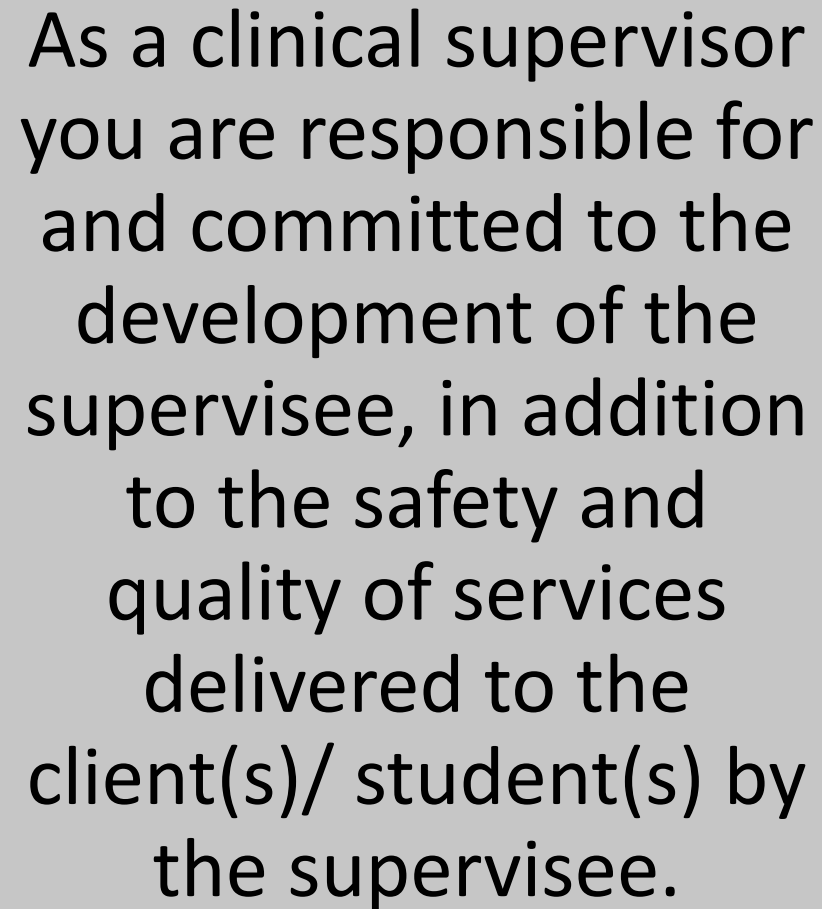

- Dr. Melisa DeMeyer
 - Melisa.demeyer@osucascades.edu
- Edward Ewe
 - Edward.ewe@osucascades.edu

Helpful Resources

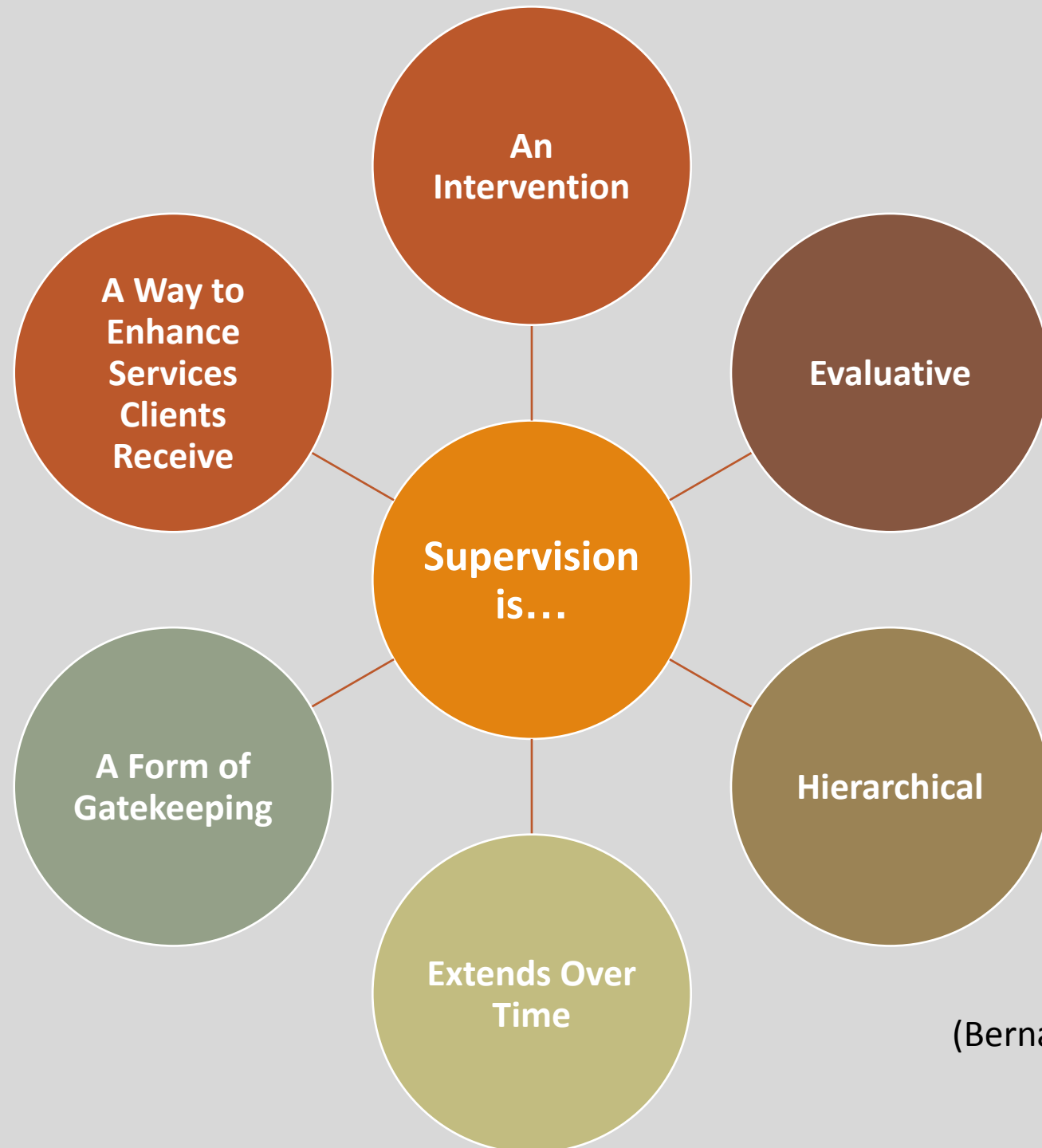
- 2014 ACA Code of Ethics
- Best Practices in Clinical Supervision, ACES Task Force Report, January 18, 2011
- ASCA's Ethical Standards for School Counselors

Introduction to Supervision





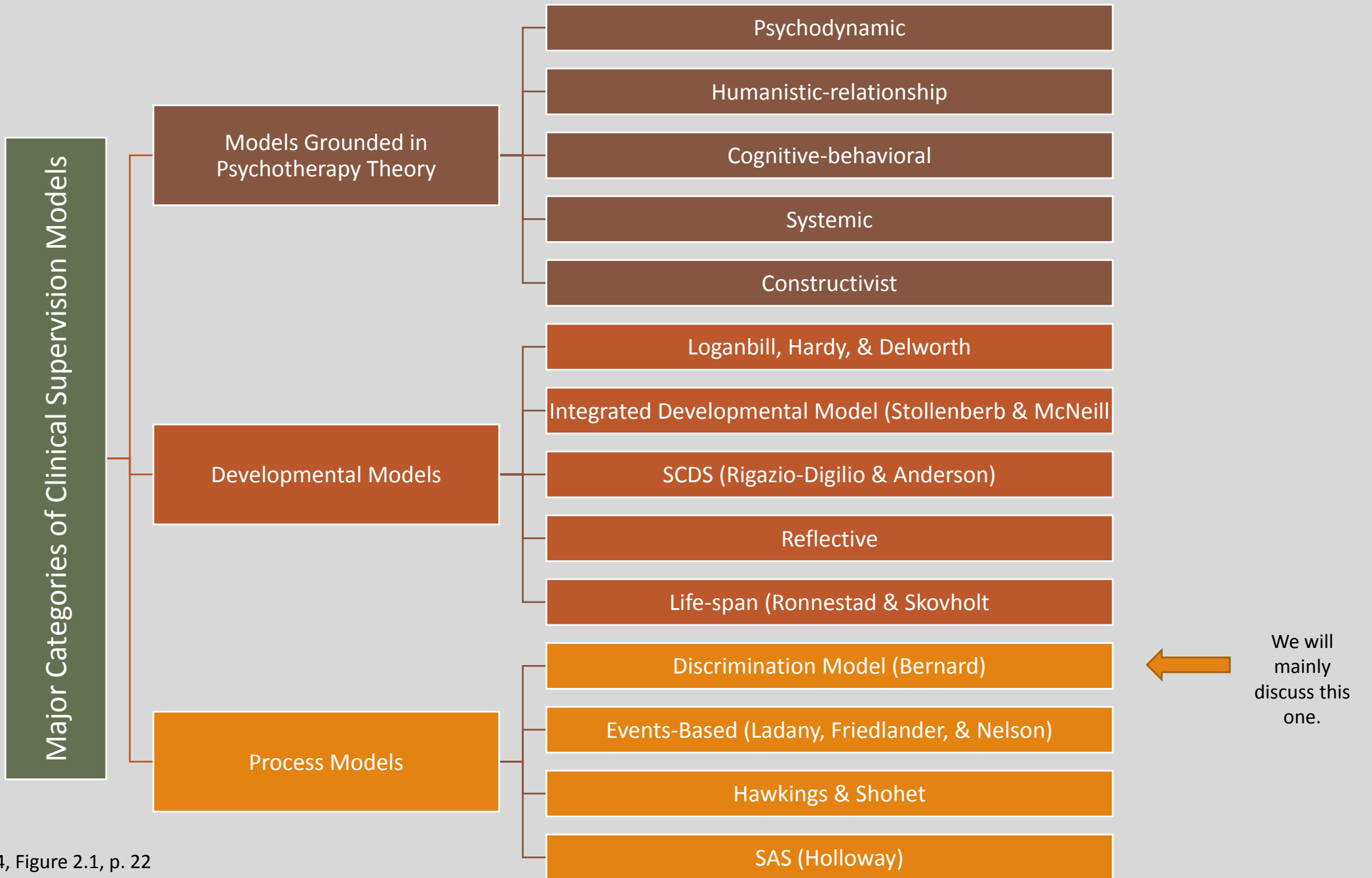
As a clinical supervisor you are responsible for and committed to the development of the supervisee, in addition to the safety and quality of services delivered to the client(s)/ student(s) by the supervisee.



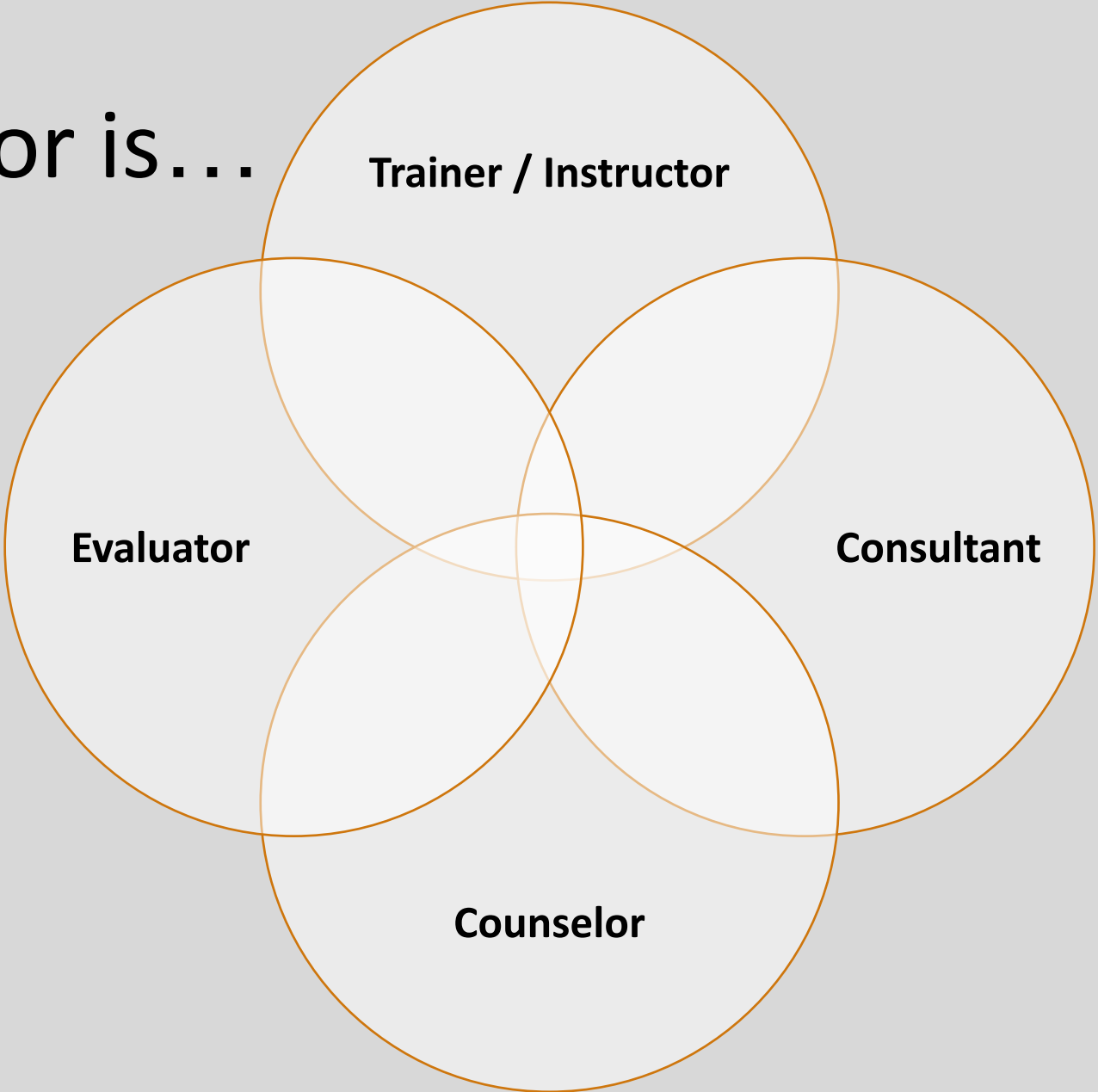
(Bernard & Goodyear, 2014).

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 client(s)/ student(s) by the supervisee.
- Much of your focus in supervision will be on individual client/student cases and the specific developmental goals of the supervisee.



A supervisor is...



(see Bernard, 1979; Discrimination Model of Supervision)

Supervisor Roles: Instructor

- Teach and instruct
- Demonstrate, and/or model intervention strategies and client conceptualization
- Provide structure and feedback
- Explain rationale behind specific strategies and/or interventions.
- Interpret significant events in the counseling session.

Supervisor Roles: Counselor

- Explore supervisee feelings during the counseling and/or supervision session
- Facilitate explorations of the supervisee's worries during the counseling session
- Expand supervisee self and other awareness related to cross-cultural and ethical issues impacting the effectiveness of the counseling relationship
- Enhance the supervisee's reflexivity and curiosity

Supervisor Roles: Consultant

- Encourage supervisee brainstorming interventions to use.
- Meet the supervisee on an equal playing field, which provides the supervisee space to take risks in sharing their own intervention and conceptualization ideas.
- Allow supervisee voice in the structure of the supervision session.
- Support the supervisee in trusting their own insights and feelings

Supervisor Roles: Evaluator

- Evaluation should be an on-going process throughout a supervisee's development.
 - As the supervisor it is your responsibility to provide a formal end-of-term evaluation with your supervisee
 - (mid- term and final evaluation for practicum)
- Consider collaboration during the evaluation process and be open to your supervisee's perceptions of their own development.
- 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.

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

Stages of Supervision

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



Orientation Stage

- During this stage, the supervisee/supervisee relationship is established. The student initiates the learning contract/agreement at this time. The supervisee learns agency policies/procedures.
- As the supervisor, 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

Working Stage

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

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.

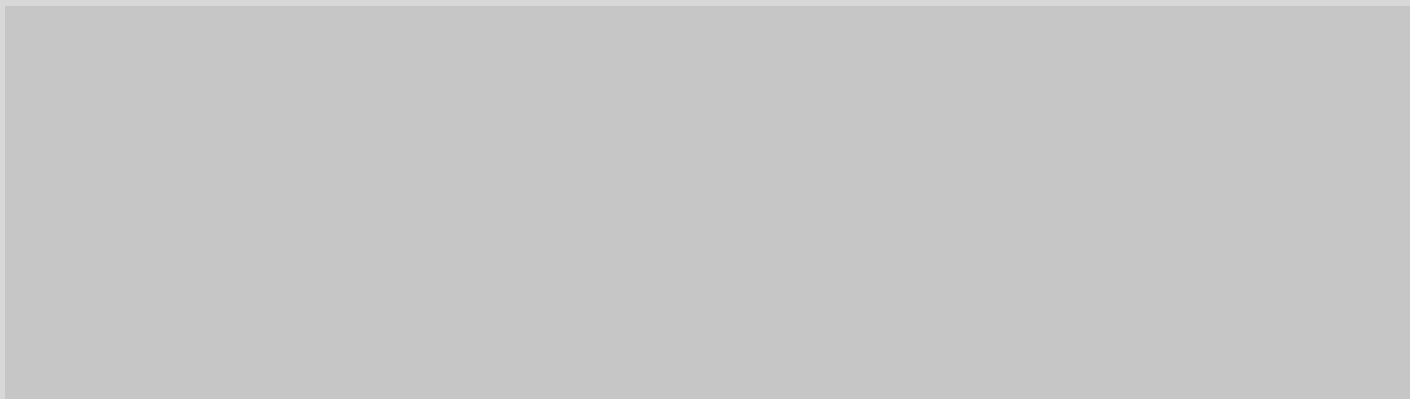
Integration Stage

- 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.

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:
 - Student provides information about counseling case: presenting problem, history, previous solution attempts, information about client/couselee
 - Counseling Plan: goals, actions, steps, diagnosis, holistic wellness assessment, desired outcomes
 - Counselor's actions: techniques skills, strategies, interventions
 - Counselor's self-awareness: thoughts feelings about client, feelings about self, about the counseling process, multicultural and ethical considerations
 - Counselor's request for help from supervisor
 - Feedback is given first about counselor's strengths and deficits
 - Future direction for the case and future goals for counselor determined

Possible Prompts

- What do you want me to know about the client?
- What is the Counseling Plan?
- What actions, skills have you already taken?
- What do you notice about yourself, others, your thoughts, feelings?
- What support, feedback, or help would you like to ask of me?
- Can I provide some feedback?
- Based on our conversation today, what are you taking away from this or what will you do next time?

Modeling

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

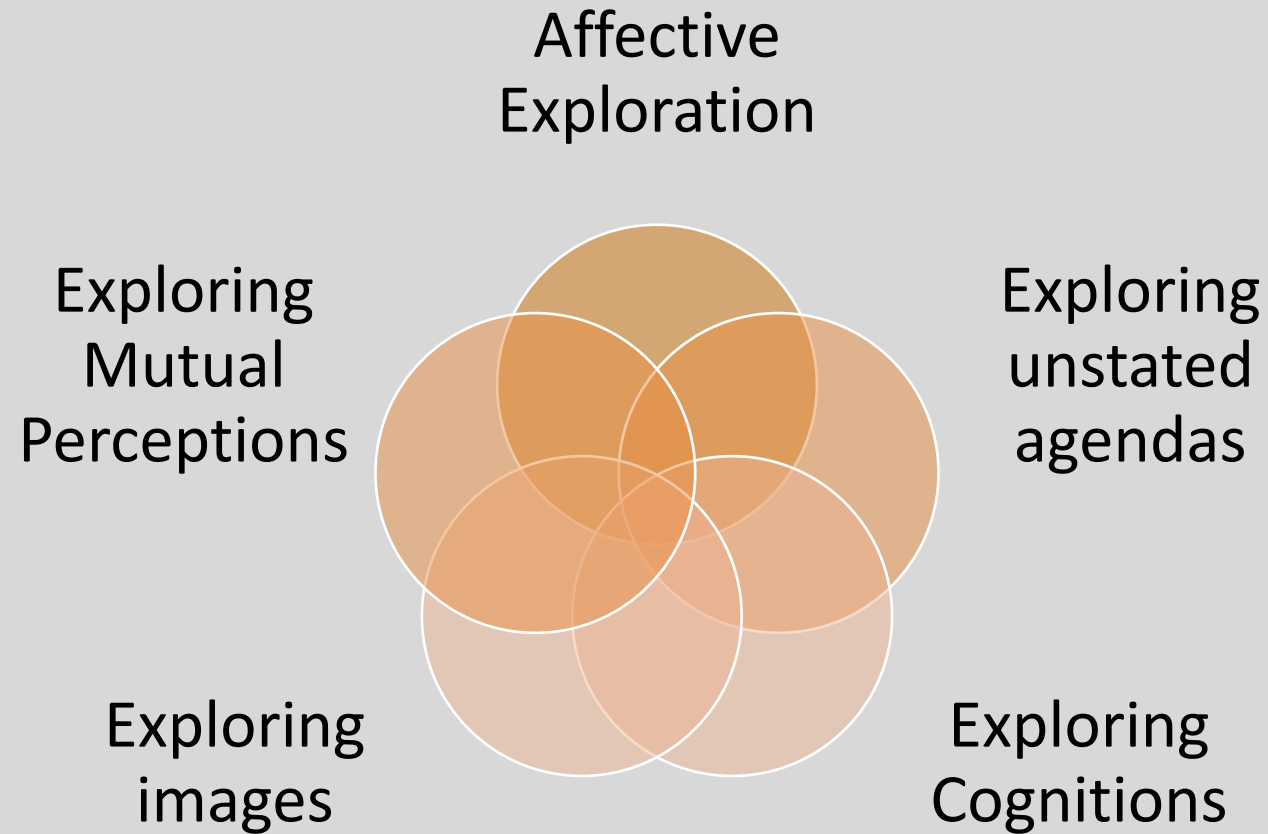
Role Playing and Role Reversal

- Occurs when the supervisor and supervisee engage in rehearsal of some past or future counseling situation for the benefit of the supervisee.

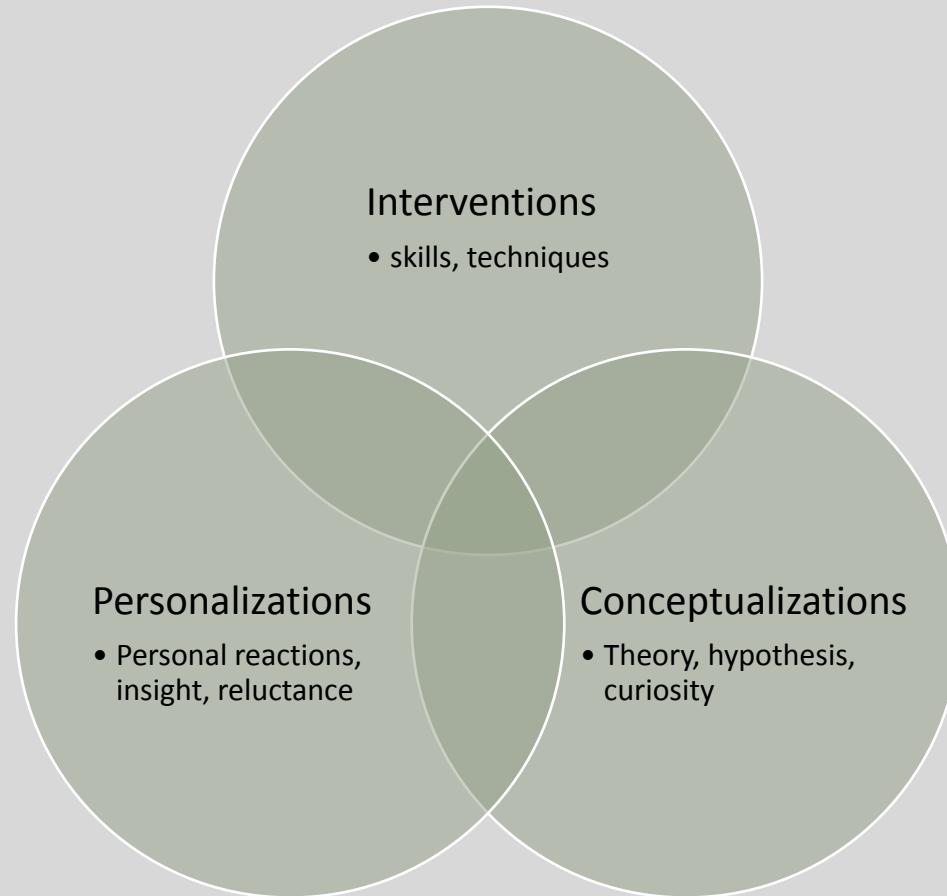
IPR

- IPR is 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?
 - 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?

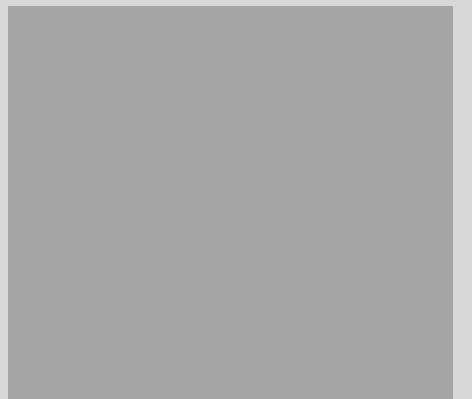
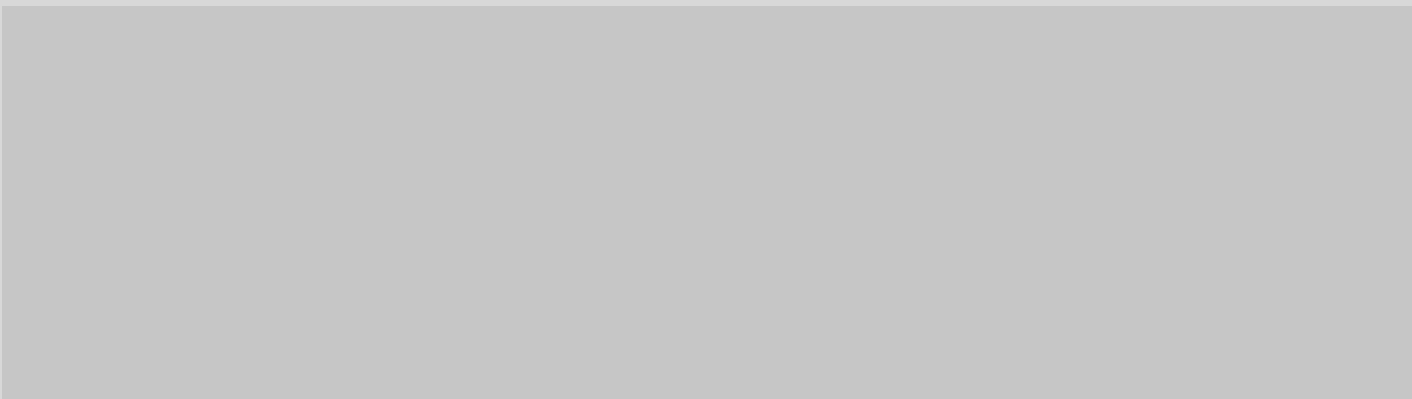
Interpersonal Process Recall (IPR)



A supervisor may focus on any or all of a supervisee's skills:



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.

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 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

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

Boundaries of Supervisory Relationships

- 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

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.

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.

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

Verification of Completion

- Please complete the Google Form at the below address indicating that you have completed this training:
 - https://docs.google.com/forms/d/e/1FAIpQLSe2XCzi95PdhT9lltIKI5fddZntV9dF6Pylf21tR9xkfc5rtQ/viewform?usp=sf_link
- Before going to fill out the form, please have both your CV/resume and a copy of your license to practice ready to upload onto the Google Form

Thank you for taking
on and supporting
our students!



Oregon State University

Cascades

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.

References

- Bernard, J. M. (1979). Supervisor training: A discrimination model. *Counselor Education and Supervision, 19*(1), 60-68.
- Bernard, J. M., & Goodyear, R. K. (1998). *Fundamentals of clinical supervision*. Allyn & Bacon.
- Bernard, J. M., & Goodyear, R. K. (2014). *Fundamentals of clinical supervision*. Pearson.
- Nelson, M. D., Johnson, P., & Thorngren, J. M. (2000). An integrated approach for supervising mental health counseling interns. *Journal of Mental Health Counseling, 22*(1), 45.