



Individual/Site Supervisor  
Orientation & Training

Bethune-Cookman University  
Department of Counseling



# Welcome and Thank You

On behalf of the faculty and students in the Counseling Program at Bethune-Cookman University, we would like to 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 student's development as their designated supervisor. Again, thank you. We hope that you are 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 clinical mental health counseling track. B-CU counseling faculty will contact site **supervisors periodically** **thought** a placement and provide resources as needed. Please feel free to contact the practicum/ internship coordinator at any time with questions or concerns that might arise **thought** a placement. The contact information of faculty is located towards the end of this presentation.



# Expectations

We require our CMH students to complete a 100-hour practicum, and a 900 hour internship experience. This includes at least 240 hours of direct student contact. CMHC students 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 practicum/internship experience. You and the student will develop a learning/goals contract approved by both the student and the 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 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 BCU Practicum/Internship Manual, and Site supervisor 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/goals contract, supervisor evaluation's among other relevant paperwork.



# Introduction to Clinical Supervision

What is Clinical Supervision?

“ An intervention that is provided by senior member of a profession to a junior member or members of the same profession. The relationship is evaluative, extends overtime, 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 clients(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.



# Clinical Supervision

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

(see Bernard, 1979; Discrimination Model of Supervision)



# 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 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-point, and final evaluation for practicum/internship).
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 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 and Skills and the Supervisors 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 pplay 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 supervisees 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 roles of teacher and counselor (Nelson & Johnson, 1999).



# 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 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.



# 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. Counselors Actions: technique 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.



# Supervision Methods & Techniques

## 1. Interpersonal Process Recall (IPR)

An intervention used when reviewing video/audio tape, pausing the audio to explore moments in session, allowing for supervisor to lead the supervisee in self-exploration. *Examples* from Bernard & Goodyear (1998, p.102):

### **Affective exploration**

What are you feeling?

### **Exploring unstated**

What is it you wish you would have asked?

What's happening right here?

What was it you were hoping the client would experience?



# Supervision Methods & Techniques

## Interpersonal Process Recall (IPR) continued:

### Exploring Cognitions

What were you thinking at the time?

Is that the image you project?

### Exploring Images?

What was going on in your mind at the 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 to 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.

**Private:** 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 session.



# 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 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



# 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 judgement 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 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 continued:

**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)

**Various Liability:** The supervisor is held liable for the actions of the supervisee when these actions were not suggested or even known by the supervisee when these actions were not suggested or even known by the supervisor. The supervisor is liable by virtue to the relationship with the supervisee. To reduce the likelihood of this occurring the supervisor should:

- Maintain a trusting relationship with the supervisor.
- 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 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 list, a list of responsibilities and expectations, and a list of agency/school policies and procedures.
- Providing the supervisee with 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**

<http://www.schoolcounselor.org/school-counselors-members/legal-ethical>



# 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 questions or 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 Department of Counseling 386-481-2831.**



# Online Site Supervisor Training Agreement Form

This form can be submitted by e-mail to [graduatecounseling@cookman.edu](mailto:graduatecounseling@cookman.edu) or delivered by mail to:

Bethune-Cookman University  
Department of Counseling  
739 West International Speedway Blvd.  
Daytona Beach, FL 32114

**Fill out agreement form:**

<http://www.cookman.edu/academics/schools/chs/SchoolsAndDepartments/counseling/SiteSupervisorAgreement.docx>