# On-Site Supervisor Training Manual

School and Clinical Mental Health Counseling Programs
Andrews University

## Our Counseling Program's Mission Statement

The mission of the Clinical Mental Health Counseling and School Counseling program is to prepareprofessional counselors who are ethical, creative leaders, lifelong learners, and self reflective practitioners prepared to work in a multicultural, global community. To prepare professionals who excel as community leaders and advocates, committed to the psycho-social-spiritual development of all persons. To promote wellness and counseling, consultation, and preventive services to individuals, families, groups, and communities in clinical mental health and K-12 settings. These carefully structured training programs prepare students for success, responsible citizenship, and lifelong learning in the field of clinical mental health counseling and school counseling.

## Overview of Expectations for Interns:

In compliance with CACREP standards, we require interns to do the following:

- Complete 600 clock hours learning and performing the activities that an employed counselor would be expected to fulfill.
- Spend a minimum of 240 hours of direct service spent counseling individuals, couples, or groups.
- Attend a minimum of one and one-half (1 ½) hours per week of group supervision on campus.
- Receive a minimum of one (1) hour per week of individual or triadic supervision by an On-site Supervisor. (Triadic supervision is defined as a tutorial and mentor relationship between a member of the counseling professional and two counseling students).

- Schedule an exit evaluation at the end of the internship experience, between the On-Site Supervisor, the student, and the Faculty Internship Supervisor for the purpose of discussing the On-Site Supervisor's final Semester Evaluation Form, the student Evaluation of Clinical Supervision Form and exchanging feedback.

(Note: See Internship Manual for appropriate forms.)

## Why Supervision Training is Necessary

- Supervising without training gives the message that any good counselor could be a good supervisor.
- Without training, most supervisors model the supervision they received, good or bad.
- Supervision skills are similar, but not identical to counseling skills.
- Supervision training provides the supervisor with the necessary skills to effectively train and evaluate the counseling student supervisee.
- Supervision training gives supervisors the tools and support they need to be competent supervisors.

## Supervision.  What is it?

Supervision is a relationship that is evaluative, extends over time, and has a simultaneous purpose of enhancing the professional functioning of the junior member(s), monitoring the quality of professional

## Steps Towards Best Practices of Supervision

- The supervisor examines his or her own clinical and supervision expertise and competency-based;
- The supervisor delineates supervisory expectations, including standards, rules, and general practi
- The supervisor identifies setting-specific competencies the supervisee must attain for successful completion of the supervised experience—strengths-based;
- The supervisor collaborates with the supervisee in developing a supervisory agreement or contrac for informed consent, ensuring clear communication in establishing competencies and goals, tasks to achieve them, and logistics; and
- The supervisor models and engages the supervisee in assessment and development of knowing what one does and does not know (metacompetence), from the onset of supervision and throughout. (Falender & Shafranske, 2007, p. 238)

## Models of Supervision

### Traditional Models (older models):

- Psychotherapy or theory based, whether it is psychodynamic, person centered, cognitive behavioral, family systems, solution-focused, etc.
- Teaches the supervisee appropriate behaviors and interventions from those specific theoretic orientations.
- Pays little or no attention to supervisees' development or multicultural issues.

### Developmental Models

Trainee moves from a place of dependency, with limited skill and awareness to increasing autonomy, awareness and skill.

- Supervisors match training interventions with the supervisee's level of development.

#### Stoltenberg's Four Stage Model of Supervisee Development (1981)

- 1st level trainee Dependent
  - The trainee is very dependent on the supervisor
  - Lacks self and other awareness
  - Is categorical in thinking related to theories and skills
  - Optimal Supervisory learning environment at this stage encourages autonomy within structure and makes use of direct instruction, interpretation, support and awareness training.

- 2nd level trainee Dependent Autonomous
  - Is characterized by a dependency-autonomy conflict
  - Evidences fluctuating motivation
  - Shows a striving for autonomy
  - Demonstrates increased self-awareness
  - Optimal learning environment at this stage sets up a highly autonomous with low normative structure, and the supervisor uses support, ambivalence clarification and less instruction.
- 3rd level trainee Conditional Dependency
  - Is characterized by an emerging personal counselor identity with increased insight,

## Supervisory Role as Teacher (Bernard and Goodyear, 2009)

- Evaluate observed counseling session interactions.
- Identify appropriate interventions.
- Teach, demonstrate, or model intervention techniques.
- Explain the rationale behind specific strategies and/or interventions.
- Interpret significant events in counseling sessions.

## Supervisory Role as Sounding Board (Haynes, Corey & Moulton, 2003)

- Provide a safe place.
- Discuss ideas.
- Provide objective feedback.

- Talking "Out-Loud" to clarify thinking and solidify decision making processes.
- Discuss fears, hopes and frustrations with work and/or training.

## Supervisory Role as Advisor (Haynes, Corey & Moulton, 2003)

- Used when giving advise (e.g., duty to warn, suicide, court appearances, mandated reporting, etc.)
- Used when immediate action is necessary to provide safety for client and others.
- May not be the time for supervisee to learn, process and make an informed clinical decision.

## Supervisory Role as Administrator (Haynes, Corey & Moulton, 2003)

- Attending to policies and procedures of the school, agency, licensing body and profession.
- Dealing with legal and ethical matters, and supervising client documentation.
- Helping the supervisee learn about bureaucracies.
- Assuring adherence to licensing regulations.
- Reviewing supervisee legal requirements involved in reporting violence or suspected abuse.

## Supervisory Role of Evaluator/Gate Keeper (Haynes, Corey & Moulton, 2003)

- Evaluation is a primary responsibility.
- Provide regular and systematic feedback and evaluation.
- Provide information to licensing boards, professional associations, universities, graduate programs and prospective employers.
- Provide information and character references for criminal background checks when required by agency or licensing board.

# The Supervisory Relationship

The supervisory relationship is unique in that it is bidirectional, mutually influenced, educational and multidimentional. It contai

# Multicultural Supervision

What is it?

- It includes the implications of cultural similarities and differences within the counseling triad: the supervisor, supervisee and client.
- It includes issues as culture, race, ethnicity, class, gender, sexual orientation, various belief systems (e.g., religion), ability, and age.
- Attention is focused on how these impact both the supervision and the counseling relationship.

Why is it important?

- Cultural problems that might arise in supervision include cultural countertransference: the emergence of thoughts and feelings related to culture for supervisor, supervisee and/or client.
- Cultural dynamics between counselor and client become manifest in the supervisory relationshi
- Cultural dynamics between counselor and supervisor become manifest in the counseling relationship. Cultural manifestations can arise in Parallel Process
- It has been noted that the influence of culture is often over interpreted, under interpreted, or avoided all together.
- Often race is a charged issue and is not addressed directly within supervision. It is bound to

    - Cultural issues influence theoretical orientation, case conceptualization and treatment planning
    - Culture impacts perceptions of clients and clients' perceptions of them
- It's the time and place to explore one's own cultural identity, whether one is the supervisor or supervisee

## Questions to Prompt Discussion of Multicultural Issues in Supervision

How does your worldview and beliefs about the counseling process influence your expectations and goals of therapy and supervision?

- What assumptions are you making about the client based on your (or his/her) worldview/cultura values.
- What variables construct your own cultural identity?
- Are there any multicultural issues in this case that you need to do more research on?
- What values, based on your cultural or ethnic identity, are manifest in your approach to the client? To supervision?
- What are appropriate/inappropriate times to explore the various dimensions of worldview with the client?
- At what point did you notice/comment about the client's race/ethnicDC -4(er)-1or1/1 3(c)-16(e)-16(

- Formulate a sound supervision contract.
- Purchase for self and verify trainee's professional liability insurance coverage.
- Whenever possible, evaluate and screen clients under supervisee's care.
- Establish a policy for ensuring confidentiality.
- Incorporate informed consent in practice.
- Document all supervisory activities.
- Have an emergency protocol in place.
- Consult with appropriate professionals
- Maintain working knowledge of ethical codes, legal statutes and licensing regulations.
- Practice a feedback and evaluation plan.

Thank you for your time. Please send an email to bkaren@andrews.edu to inform us that you have completed the training.

*Note: Special thanks to University of Saint Joseph's & Virginia Tech's counseling department for the information they put together for the training of their site supervisors. Many of their themes aided in the development of this training manual.

supervision practice: Construct and application. *Professional Psychology: Research and Practice, 38*, 232-240. doi: 10.1037/0735-7028.38.3.232