


ASCA WEBINAR SERIES




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Create Relevant Experiences for Interns

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Agenda

- What is supervision?
- Purposes of supervision
- Professional standards in supervision
- Types of supervision
- Models of supervision
- Incorporating the ASCA National Model
- What works



Audience Poll 1: Supervision Experience

- a. I have not yet provided supervision.
- b. I have limited experience as a supervisor.
- c. I have some experience as a supervisor.
- d. I have a great amount of experience as a supervisor.



Audience Poll 2: Training in supervision

- a. I have no supervision training and am interested in learning about supervision.
- b. I have limited supervision training and want to learn more.
- c. This supervision training is professional development to enhance my skills as a supervisor, I have already been trained in supervision.
- d. Other (share in the comments section)



How do you define supervision?



Definition of Supervision

- “Supervision is an intervention provided by a more senior member of a profession to a more junior colleague or colleagues who typically (but not always) are members of that same profession. This relationship
 - is evaluative and hierarchical,
 - extends over time, and
 - has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered to the clients that she, he, or they see; and serving as a gatekeeper for the particular profession the supervisee seeks to enter.”
- Bernard and Goodyear, 2019, p. 9



Purposes of Supervision

- To promote acquisition of professional competencies
- To facilitate the personal and professional development of the supervisee, helping to develop professional identity
- To evaluate the professional functioning of the supervisee
- To monitor the quality of the service provided to and to safeguard to clients
- To serve as a gatekeeper for the profession



Professional Standards in Supervision

- [ASCA Ethical Standards-Section D](#)
- [ASCA School Counselor Competencies IV-B-6c](#)
- [CACREP Standards-Section 3: Professional Practice](#)
- [ACES Supervision Best Practice Guidelines](#)



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A S C A W E B I N A R S E R I E S

ACES Best Practices in Clinical Supervision

- Initiating Supervision
- Goal Setting
- Giving Feedback
- Conducting Supervision
- The Supervisory Relationship
- Diversity and Advocacy Considerations



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A S C A W E B I N A R S E R I E S

The Supervisory Relationship

- Individual differences
- Process variables
- Relationship dynamics



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A S C A W E B I N A R S E R I E S

ACES Best Practices in Clinical Supervision

- Ethical Considerations
- Documentation
- Evaluation
- Supervision Format
- The Supervisor
- Supervisor Preparation



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A S C A W E B I N A R S E R I E S

Types of Supervision

- Administrative
- Clinical
- Programmatic



Models of Supervision

- Psychotherapy-based models
 - Influenced by supervisor's theoretical orientation
- Developmental models
 - Integrated Developmental Model
- Social role models
 - Discrimination Model



School Counseling Specific Supervision Models

- An Integrated Approach for Supervising School Counselor Interns (Nelson and Johnson, 1999)
- Goals, Functions, Roles and Systems Model (Wood and Rayle, 2006)



School Counseling Specific Supervision Models

- A Model for Supervising School Counseling Students Without Teaching Experience (Peterson and Deuschle, 2006)
- The School Counseling Supervision Model: An Extension of the Discrimination Model (Luke and Bernard, 2006)



School Counseling Specific Supervision Models

- ASCA National Model as the Foundation for Supervision using the Discrimination Model (Murphy and Kaffenberger, 2007)



Incorporating the ASCA Model

- Foundation
- Delivery
- Management System
- Accountability



What Worked for Me

- Discussed what supervision would look like with supervisee, was clear with expectations
- Observed counseling sessions (live)
- Provided feedback immediately
- Fostered an atmosphere allowing open communication
- Encouraged supervisee to take risks



What Worked for Me

- Moved from very structured to less structured
- Met the student where they were and built on their knowledge and skills
- Supported the supervisee with ideas for techniques, strategies, and interventions
- Provided opportunities to participate in all aspects of the comprehensive counseling program (individual, group, classroom, consultation, crisis, etc.)



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