Learning outcomes:

Upon completion of this webinar, participants should be able to:

- Discuss theory-based, developmental, and process-oriented supervision models
- List strategies that can be used while supervising school counselors in training
- Brainstorm common issues supervisors should consider prior to beginning a supervisory relationship
Agenda

– Background/Literature
– Supervision Models
– Tips for Beginning a Supervisory Relationship
– Sample Supervision Strategies & Techniques
– Defining the Role with Special Topics
– Resources

What do we know about field experiences in school counselor training?

• Students begin to recognize gaps between course knowledge and practical application (Moss, Gibson, & Dollarhide, 2014; Skovholt & Ronnestad, 2003).
  • “That’s not how we learned it in ________’s class.”
  • “I wish Dr. ______ had taught us that.”

• Shift from relying on external validation and feedback from supervisors (Gibson, Dollarhide, & Moss, 2010; Gibson, Dooley, Kelchner, Moss, & Vacchio, 2012).

• Field experiences most often in a school with an on-site supervisor & a faculty supervisor
What do we know about supervision in school counselor practica?

• Supervision training is highly important for site supervisors (Paisley, Bailey, Ziomek-Daigle, & Getch, 2006).

• Site supervisors often lack adequate supervision training (Cigrand, Wood, & Duys, 2014; Smith & Koltz, 2015; Uellendahl & Tenenbaum, 2015).

Supervision Models

• Theory-specific models

• Developmental models

• Process-oriented models
Theory Specific Supervision

• More common in clinical settings than schools

• Reflects supervisor’s counselor identity
  – **Person-centered**: supervisor believes supervisees have it within themselves to explore and grow
  – **CBT**: utilizes agendas, homework, assessment, etc.
  – **Solution-focused**: more egalitarian; uses key SFBT techniques (scaling, exceptions, miracle questions)

Integrated Developmental Model

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Level 1</td>
<td>new &amp; inexperienced; highly anxious and motivated; client-focused; dependent on the supervisor</td>
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<tr>
<td>Level 2</td>
<td>waver between dependence on &amp; autonomy from the supervisor; more comfort with day-to-day skills; deeper understanding of the role; less anxious until they reach an unknown problem</td>
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<tr>
<td>Level 3</td>
<td>more autonomous from their supervisors; more confident in their abilities; more attuned to the counseling process</td>
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<tr>
<td>Level 3i</td>
<td>refers to supervisees who have reached Level 3 across multiple domains</td>
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IDM Professional Activity Domains

<table>
<thead>
<tr>
<th>IDM Levels</th>
<th>IDM Professional Activity Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1. Intervention Skills Competence</td>
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<td></td>
<td>2. Assessment Techniques</td>
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<td></td>
<td>3. Interpersonal Assessment</td>
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<td>4. Client Conceptualization</td>
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<td>5. Individual Differences</td>
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<tr>
<td>Level 2</td>
<td>6. Theoretical Orientation</td>
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<td></td>
<td>7. Treatment Goals and Plans</td>
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<tr>
<td>Level 3</td>
<td>8. Professional Ethics</td>
</tr>
<tr>
<td>Level 3i</td>
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Case Example

Naomi is a school counselor in her 10th year, and this year she has two interns.

Coralis is very excited to work with Naomi, has lots of ideas about classroom lessons she would like to teach, and wants to put into practice what she learned over the summer at a crisis intervention training. In her first day, she ends up meeting with a student about suicidal ideation; this wasn’t covered in the training, causing her to become flustered. She fumbles her words for a while and eventually asks Naomi to take over.

What level is Naomi and what level is Coralis?
Case Example

Sam is Naomi’s other intern. He was 10 minutes late on the first morning because he nervously sat in the car until he psyched himself up to go in the building. When all three sat down to make plans for the semester, Sam requested that Naomi sit in with him on his first few meetings with students. As he planned for his day, he asked Naomi to “okay” each of the items on his agenda.

What level is Sam?

 Discrimination Model

• Bernard, 1979, 1997; Bernard & Goodyear, 2014

• Divides supervisory activities into three distinct roles aimed at meeting students’ needs:
  – Teacher
  – Counselor
  – Consultant
Discrimination Model

The Teacher Role

- Evaluate observed school 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 the counseling session

The Counselor Role

- Explore supervisee feelings during counseling session or supervision session
- Explore supervisee feelings concerning specific techniques and/or interventions
- Facilitate supervisee self-exploration of confidence and/or worries in the counseling session
- Help supervisee define personal competencies and areas for growth
- Provide opportunities for supervisee to process their own affect or defense
Discrimination Model

**The Consultant Role**

- Provide alternative interventions and/or conceptualizations for supervisee to use
- Encourage supervisee brainstorming of strategies and/or interventions
- Encourage supervisee discussion of student problems, motivations, etc.
- Solicit and attempt to satisfy supervisee needs during the session
- Allow supervisee to structure the supervision session

Case Example

On his second day, Sam meets with a student who reports that his mother has been hitting him with a broom handle. He knows he must report to DCFS but is terrified of the process.

Naomi shows him a sample report form, helps him write down what information he has, and sits with him while he makes the call. What role is she using?

After the call, Naomi asks Sam to talk about what the process was like. She asks what he was experiencing before during and after making the call. What role is she using now?
Getting a Supervisory Relationship Started \textsuperscript{(Studer, 2006)}

1. Supervisory Contract/Agreement b/w site & university
2. Discuss university & site expectations (e.g. practicum vs. internship)
3. Provide a professional disclosure statement (the supervision equivalent of informed consent)
4. Ensure liability insurance coverage
5. Establish goals for the experience
6. Establish supervision schedule with specifics
7. Determine plan to track hours/services

Sample Supervision Strategies & Techniques

- Goal Setting for a Session
- Expressive Arts
- Concept Mapping
- Interpersonal Process Recall
Goal Setting

• Supervisor can use supervision sessions as opportunities to model goal setting for session or for working relationship

• “I have a few things I would like to add to our agenda for today. Before I mention them, are there any specific topics you’d like to discuss today?”

• Miracle Question → Follow up with “how” questions

Expressive Arts

• The Bridge

• “Draw something that represents ____.”

• Before & After pictures
Concept Mapping

- Helps client/student boil down problems, identify what can be done in session/supervision, and establish priorities

- Start with individual's name in center. Branch “big idea” problems off the name. Branch sub-problems or roots of problems off the “big idea” problems.

- Can also identify possible solutions/steps.

What are “big idea” problems?

Where do they come from?

Which are appropriate for supervision?

What can he do for others?
Interpersonal Process Recall

- Technique to use with video/audio recordings of sessions (Kagan & Kagan, 1990)
- Focuses on the supervisees’ internal processes, thoughts, reactions, barriers, etc. during sessions
- Watch session together; whenever supervisee or supervisor believes something important is happening, stop the video and process
  - What were you thinking about/feeling at that moment? Is that a familiar feeling?
  - What were you not saying that you wanted to say?
    - If you had more time, where would you have liked to have gone?
  - Did what was happening remind you of anything or anyone?
  - What did you want the student to say to you?

Defining Your Role with Special Topics

- Planning ahead for common situations can benefit you and your supervisee
- We know how we do things, but we typically haven’t thought about how we’d teach them.
- It is helpful to consider supervisee development (IDM) and supervisor role (Discrimination Model) when planning.
Defining Your Role with Special Topics

Examples:

• Working with students who are different from you
• Working with difficult teachers / parents
• A student reports suicidal ideation/intentions
• A student reports abuse / domestic violence at home
• Personalizing school students’ issues / vicarious trauma
• Balancing the many hats of being a school counselor

Must reads for every school counselor

• *Strengths-Based School Counseling*
  by John Galassi & Patrick Akos

• *The Use of Data in School Counseling*
  by Trish Hatch

• *School Counseling to Close the Achievement Gap*
  by Cheryl Holcomb-McCoy

• *Evidence Based School Counseling*
  by Catherine Dimmitt & John Carey

• *Facilitating Evidence-Based, Data-Driven School Counseling: A Manual for Practice*
  by Brett Zyromski & Melissa Mariani

• *Making Data Work*
  by Carol Kaffenberger
Must reads for every school counselor

Theory & Mental Health

• Brief Counseling That Works  
  by Gerald Sklare

• Behind the Counselor’s Door  
  by Kevin Kuczynski

• Mental Health Interventions for School Counseling 
  by Christopher Sink

• 40 Techniques Every Counselor Should Know  
  by Bradley Erford

• Solution-Focused Counseling in Schools  
  by John Murphy

Career Development:

• Career Counseling in P-12 Schools 
  by Jennifer Curry & Amy Milsom

• Ready, Willing, & Able: A Developmental Approach to College Access and Success 
  by Mandy Savitz Romer & Suzanne Bouffard

Leadership:

• 101 Solutions for School Counselors and Leaders in Challenging Times 
  by Stuart Chen-Hayes, Melissa Ockerman, & Erin Mason
Must reads for every school counselor

- *Kids Deserve it! Pushing Boundaries & Challenging Conventional Thinking*  
  by Todd Nesloney & Adam Welcome

- *When Children Grieve: For Adults to Help Children Deal with Death, Divorce, Pet Loss, Moving, & Other Losses*  
  by John James & Russell Friedman

- *The Straight A Conspiracy: Your Secret Guide to Ending the Stress of School and Totally Ruling the World*  
  by Hunter Maats & Katie O’Brien

- *The Elementary/Middle School Counselor’s Survival Guide*  
  by John Schmidt

Supervision Resources

- *Supervising the School Counselor Trainee*  
  by Jeannine Studer

- *The New Handbook of Counseling Supervision*  
  by L. DiAnne Borders & Lori Brown

- *Supervision Essentials for the Integrative Developmental Model*  
  by Brian McNeill & Cal Stoltenberg

- *Fundamentals of Clinical Supervision*  
  by Janine Bernard & Rodney Goodyear
Questions?

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