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# Supervision Toolbox: How to Effectively Supervise Interns

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## Learning Outcomes

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

- Define your role as a supervisor
- Describe different supervision models and determine which ones work best for you
- Strategize how to overcome challenges, promote learning and maximize the school counseling intern experience.

## What is in Your Toolbox?

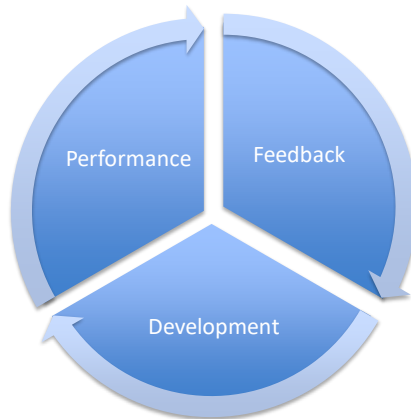
- What tools do you currently use?
- Are they effective?
- What do you want to improve? Learn?



## How Do you Define Supervision?

- According to Bernard and Goodyear (2014) supervision provides ongoing opportunities for feedback and reflection that support the growth and development of all mental health professionals while simultaneously protecting the welfare of their clients .

## Domains of Supervision



## Best Practices

- Supervisors are ultimately responsible for the ethical behavior of trainees under their supervision.
- Teach your supervisee proper record keeping techniques
- Review protocols for documenting critical incidents with clients, including emergency client situations
- Address issues of diversity, sexual feelings, and other potential ethical minefields; be a good model of open communication
- Incorporate strategies that are sensitive to the unique needs of your supervisee by appropriately scaffolding their practicum experience
- Remain current on trends, techniques, and strategies to aid in the transition of students from classroom to workplace



## Tools for Finding a Supervisory Model

- Psychotherapy-Based Supervision Models – Extension of Psychotherapy. Clinical data and observation informs feedback
- Developmental Models of Supervision – Define progressive stages of supervisee from novice to expert
- Integrative Models of Supervision – Focus on more than one theory or technique



## Developmental Model of Supervision

- Developmental models of supervision adhere to the belief the growth is continuous and occurs in spurts and patterns.
- Particular attention is paid to foundational components of development 1) awareness of self and others, 2) motivation, and 3) autonomy.
- Once that foundation is established, emphasis is placed on knowledge and skill development in the eight content areas:
  1. interventions,
  2. Skills competence,
  3. Assessment techniques

## Discrimination Model of Supervision

4. Client conceptualization,
5. Individual differences,
6. Theoretical orientation,
7. Treatment goals and plans
8. Professional ethics



## Integrative Model of Supervision

- Bernard's Discrimination Model-Published by Janine Bernard in 1979
- This model is comprised of focus for supervision
  - Intervention
  - conceptualization
  - Personalization
- Three possible supervisor roles
  - Teacher
  - Counselor
  - Consultant

Bernard & Goodyear, 2009



## How Do I Take on Different Roles?

- The Discrimination model can be very helpful.
- The supervisor may take on the role of **teacher** while focusing on a specific intervention used by the supervisee in the student session

**OR**

- The role of **counselor** while focusing on the supervisee's conceptualization of the work.

Bernard & Goodyear, 2009



## STOP! CAUTION! STOP!

- Evaluate the supervisee's abilities within the area of focus and THEN select a role
- Caution not to get stuck in a role and stick to one out of comfort
- What are the dangers in staying in one role or not providing critical supervision?

Bernard & Goodyear, 2009

## STOP! CAUTION! STOP!

- What are the dangers in staying in one role or not providing critical supervision?



## Tools for Providing Ethical Supervision

- Make sure you are familiar with the new 2016 ASCA Ethics Standards





## Tools for Providing Culturally Competent Supervision

Supervisors must attain a level of cultural awareness

Must challenge their own assumptions, perceptions, biases, and communication style

Barriers can include language, socioeconomic status, gender, race

Follow the VISION model for optimum culturally competent supervision



## VISION Supervision Model

- **V**--structure their phenomenal world in terms of Values and belief systems
- **I**--respond to the internal and external stimuli of their phenomenal world by Interpreting their experiences and ascribing meanings
- **S**--Structure their phenomenal world according to personal/cultural meanings and preferences that provide appropriate avenues for goal-directed behaviors and expectations
- **I**--engage in interactive learning and self-expression through an Interactional style of verbal and nonverbal communication in social groups and the surrounding environment that requires a continuous process of adaptation
- **O**--develop Operational strategies and procedures for accomplishing their expectations and goals
- **N**--develop a particular perspective in seeking to fulfill perceived physical, mental, spiritual (emotional), and environmental Needs

» Baber, Garrett, & Holcomb-McCoy, 1997





## Tools to Address Challenges

- Review documents from university to understand requirements
- Do not let problems persist- ADDRESS THEM EARLY
- Anxiety and fear is common. Help ease anxiety and develop a plan to improve
- Reach out to university supervisor for feedback to discuss development
- Complete midterm evaluations honestly. Provide substantive qualitative feedback.
- Share concerns with student. Do NOT assume they know their weakness.



## Tools for Continued Success

- Be a supervisor only if you have enough time to accept the responsibility and demands of the role.
- Use journaling for self reflection and growth within supervisee (Lazovsky & Shimoni, 2007).
- Use a feedback model that moves from structured to less structure (Lazovsky & Shimoni, 2007).
- Determine the current level of each student and develop a plan to build skills using constructive feedback and praise.
- Provide timely and accurate feedback (Curraco & Casey, 2007; Osborn & Kelly, 2010).
- Have a preparation program that focuses on how to handle modern day issues in school counseling and education (Davis, 2006).
- Observe counseling sessions (recordings or live) with the student and independently to provide adequate feedback
- Your supervisee is watching you!



## Tools for Continued Success

- Work diligently protect the confidentiality of the student clients with whom your supervisee is working
- Maintain appropriate relationship boundaries with your supervisees
- To protect yourself from legal liability, obtain your own professional liability insurance policy.
- Work with school administrators to develop school policies that support school counselors in receiving supervision and consultation.
- Periodically review the codes of ethics of relevant professional organizations to ensure that you are aware of any changes in ethical standards
- Promote wellness and self-care

(Herlihy, Gray, & McCollum; 2002)



## Advantages of Supervision

- Ability to collaborate and partner with a colleague with a common interest (Clark & Horton-Parker, 2002; Davis, 2006)
- Trainees are educated through classes on the latest trends and best practices in the field (Lazovsky & Shimoni, 2005).
- Opportunity for future networking with a professional school counselor (Perusse, Goodnough, & Noel, 2001)
- Share responsibilities
- Great professional growth and satisfaction



## Questions and Comments

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## Resources

Bernard, J. M., & Goodyear, R. K. (2004). *Fundamentals of clinical supervision* (3rd ed.). Needham Heights: Allyn & Bacon.

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