

Texas A&M University-Kingsville Site Supervisor Training and Orientation

Practicum and Internship Experience
for
Counselor Education

Thank you for your commitment to our
students



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The Texas A&M University - Kingsville Mission Statement

The mission of the Department of Educational Leadership & Counseling in the Practicum experience is to educate students from diverse geographic, religious/spiritual, academic, ethnic, and cultural backgrounds who behave ethically, are aware of their professional responsibilities, and cognizant of their own personal strengths and resiliency so that they apply their training and self-knowledge with a culturally diverse clientele.



Reflections on supervisory experiences

Answer the following questions for yourself
about your own supervision experiences



Your Supervision Experiences

- What kind of supervision did you get:
 - As an intern ?
 - As a beginning counselor ?
- What was most helpful or least helpful?
- What do you do that is the same as your supervisor?
- What do you do that is different?



Definitions of supervision at your work place

What is your understanding of the supervisory relationship?

Is supervision expected to be clinical, administrative or both ?

How well prepared do you feel to fulfill this role (roles) ?



Why we need training

Supervision skills similar but not identical to counseling skills

Supervising without training gives message that “any good counselor will be good supervisor”

Supervisory training provides supervisor with framework to conduct and evaluate effectiveness of the supervision



Training Objectives

- What is Supervision?
- Types/Models of Supervision
- Bernard and Goodyear's Discrimination Model
- Integrative Developmental Model of Supervision
- Review of Role and Expectations
- Review of Supervisor's Manual

What is Supervision?



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Counseling Supervision Defined

A **distinct** intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is **evaluative**, extends over time, and has the simultaneous purposes of:

enhancing the professional functioning of the junior members,

monitoring the *quality of professional services* offered to the clients he/she/they see(s) and,

serving as a *gatekeeper* for those who are to enter the particular profession

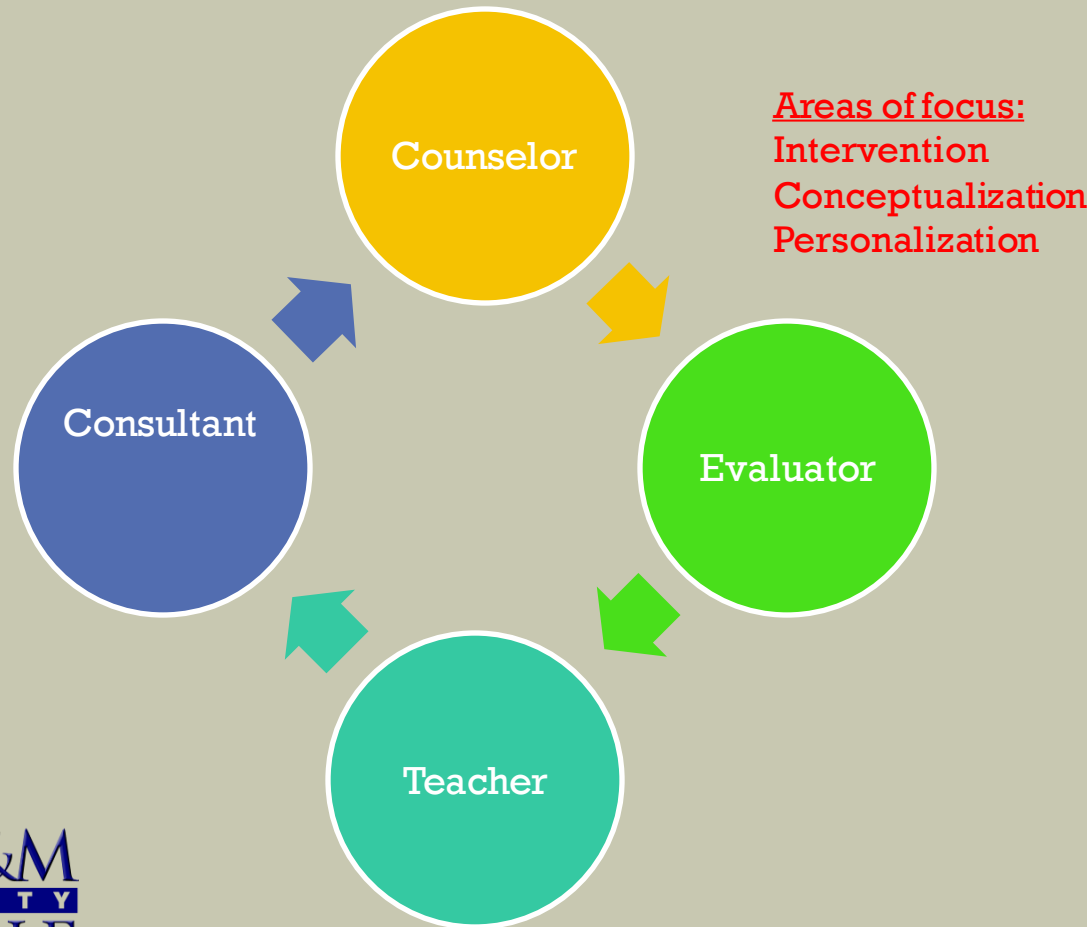
Bernard & Goodyear, 2004, p. 4)

Basic elements of supervisor competence

- Understand the roles and functions of a supervisor
- Organize the supervisory experience
- Be aware of the ethical and legal considerations in the relationship
- Have a working model of supervisory process and work within that model to develop effective supervisory relationship

Discrimination Model

Roles of Supervisors



Roles and Functions of the Supervisor

Supervisor as teacher

- Evaluate observed counseling session interactions
- Identify effective and ineffective interventions
- Teach demonstrate or model intervention techniques
- Explain rationale behind specific strategies
- Interpret significant events in counseling sessions



Roles and Functions

Supervisor as teacher (con't)

- Identify issues of class, culture and ethnicity in counseling session
- Educate and provide resources for supervisee to learn about effects of class, culture, etc in counseling relationships
- Model awareness and sensitivity to these issues in supervision



Roles and Functions

Supervisor as Counselor

- Explore supervisee's feelings during counseling or supervision session
- Explore supervisee's feelings about specific techniques and interventions
- Facilitate supervisee's self exploration of confidence or concerns in sessions
- Help supervisee define personal growth areas
- Provide opportunities for supervisees to process own affect or defenses



Roles and Functions

Supervisor as Counselor (con't)

- Help supervisee identify his/her values base, cultural background and social awareness
- Explore the possible effect of these on supervisee's counseling style and effectiveness



Roles and Functions

Supervisor as Consultant

- Provide alternative interventions and/or conceptualizations for trainee use
- Encourage brainstorming of strategies and interventions
- Encourage discussion of client problems, motivations, etc
- Solicit feedback from supervisee as to effectiveness of session
- Ask supervisee to structure the session
(Bernard and Goodyear, 2004)



Roles and Functions

Supervisor as evaluator

- Provide regular and systematic feedback and evaluation
- Provide information to graduate school programs, prospective employers, licensing boards and professional associations
- Provide references when requested by licensing board or another agency



Models of Supervision

Three main types of supervision models:

- Psychotherapy based models
- Developmental models
- Social Role models

A developmental model

Integrated Developmental Model (IDM)



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Developmental Models

❖ Integrated Developmental Model (IDM)

✓ Counselor development occurs across four stages with three overriding structures

✓ Self-Other Awareness

✓ Motivation

✓ Autonomy

Level 1: Supervisees have limited training

Level 2: Supervisees are transitioning away from high dependence

Level 3: Supervisees are focusing more on a personalized approach

Level 3i: Supervisees are integrating across all three domains



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(Stoltenberg, McNeill and Delworth, 1998)

Integrated Developmental Model (IDM)

- ❖ Best known and most widely used model
- ❖ Both *descriptive* of trainee process and *prescriptive* with respect to supervisor interventions
- ❖ Describes counselor development as occurring through three stages in three overriding structures
 - ✓ **Self-Other Awareness:** Where the supervisee is in terms of self-preoccupation, awareness of the client's world, and enlightened self-awareness
 - ✓ **Motivation:** Reflects the supervisee's interest, investment, and effort expended in clinical training and practice
 - ✓ **Autonomy:** Reflects the degree of independence that the supervisee is manifesting



(Stoltenberg, McNeill and Delworth, 1998)

Integrated Developmental Model (IDM)

❖ Level 1: These supervisees have limited training, or at least limited experience in the specific domain in which they are being supervised

- ✓ Awareness: High self focus, with limited self-awareness; apprehensive about evaluation.
- ✓ Motivation: Both motivation and anxiety are high; focused on acquiring skills. Want to know the “correct” or “best” approach with clients.
- ✓ Autonomy: Dependent on supervisor. Wants to leave major decision making to supervisor. Needs structure, positive feedback, and little direct confrontation.

(Stoltenberg, McNeill and Delworth, 1998)

Implications for Supervisors



Level One:

- Provide structure for supervisee, manage supervisee's anxiety, supervisor serves as expert role model, supervisor promotes clarity of skills and theory.
- Clients: Mild /maintenance problem focus
- Interventions: Facilitative, prescriptive
- Mechanisms: Observation, skills training, role play

Integrated Developmental Model (IDM)

- ❖ Level 2: Supervisees at this level are making the transition from being highly dependent, imitative, and unaware in responding to a highly structured, supportive, and largely instructional supervisory environment
 - ✓ Awareness: Greater ability to focus on and empathize with client. However, balance is still an issue. Problem can be veering into enmeshment with the client.
 - ✓ Motivation: Supervisee vacillates between being very confident to self-doubting and confused
 - ✓ Autonomy: Although functioning more independently, supervisee experiences conflict between autonomy and dependency. Can manifest as resistance to the supervisor.



(Stoltenberg, McNeill and Delworth, 1998)

Implications for Supervisors



Level Two:

- Supervisor provides less structure, encourage more autonomy, continue use of modelling but less diadactic
- Clients: More difficult ,severe presentations
- Interventions: Facilitative, occasionally prescriptive, confrontational, highlight process
- Mechanisms: observation, less role play, process focused

Integrated Developmental Model (IDM)

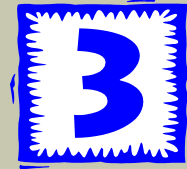
❖ Level 3: Supervisees at this level are focusing more on a personalized approach to practice and on using and understanding of “self” in therapy.

- ✓ Awareness: Supervisees are now able to remain focused on the client while also stepping back to attend to their own personal reactions to the client.
- ✓ Motivation: Supervisee begins to integrate own style of therapy and work on strengths and weaknesses. Seesawing slows, and he or she feels more consistent about skills. Id freely able to receive feedback from supervisor.
- ✓ Autonomy: Feels comfortable functioning more independently. When doubts arise, supervisee feels he or she can consult with others without losing his or her sense of professional identity.



Stoltenberg, McNeill and Delworth, 1998)

Implications for Supervisors



Level Three:

- Most structure provided by the supervisee, more focus on personal /professional integration
- Interventions: Facilitative, Confrontational, conceptual from personal orientation,
- Mechanisms: Peer/ Group supervision

Supervisor Inquiry Questions

1. How would you have responded differently?
2. What do you wish would have been said?
3. How do you think he or she would have reacted if you had said that?
4. What would have been the risk in saying what you wanted to say?
5. If you had the chance now, how might you tell him or her what you are thinking and feeling?
6. Were there any other thoughts going through your mind?



Supervisor Inquiry Questions

6. Were you aware of any feelings during/after session? Does that feeling have any special meaning for you?
7. What did you want your client to tell you?
8. What did you think your client wanted from you?
9. Did your client remind you of anyone in your life?
10. How did you feel after session?



Association for Counselor Education and Supervision (ACES)
Best Practices in Clinical Supervision (School and
Community Mental Health)



Best Practices in Clinical Supervision

- The best practices guidelines are intended to support supervisors in their work. They are intended to be relevant and practical, and are offered to augment the judgment of supervisors as they strive to do the following:
 - (a) offer ethical and legal protection of the rights of supervisors, supervisees, and clients; and
 - (b) meet the professional development needs of supervisees while protecting client welfare.



Best Practices in Clinical Supervision

- 1. Initiating Supervision**
- 2. Goal-Setting**
- 3. Giving Feedback**
- 4. Conducting Supervision**
- 5. The Supervisory Relationship**
- 6. Diversity and Advocacy Considerations**



Best Practices in Clinical Supervision

7. Ethical Considerations

8. Documentation

9. Evaluation

10. Supervision Format

11. The Supervisor



Other Supervision Tips

- Remember the developmental level of your supervisee. Initial supervision sessions are likely to be from the teacher and counselor role.
- Any part of the counseling experience is subject to supervision-not just clinical interactions.
- Still, a focus on basic skills development is a key component of practicum/internship.
- As students progress through the year, you are likely to supervise more from the counselor and consultant role, and focus more on areas of personalization, professional development, and conceptualization.

Roles of Stakeholders



Site Supervisor Qualifications

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.



ACA Code of Ethics

- The complete 2014 ACA Code of Ethics is available as a PDF:
 - <https://www.counseling.org/resources/aca-codeof-ethics.pdf>



ACA Code of Ethics

- Section F of the ACA Code of Ethics details the best practices and ethical standards for Supervision, Training and Teaching, and introduces the section as follows:
 - Counselor supervisors, trainers, and educators aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students in both face-to-face and electronic formats. They have theoretical and pedagogical foundations for their work; have knowledge of supervision models; and aim to be fair, accurate, and honest in their assessments of counselors, students, and supervisees.



ACA Code of Ethics Section F: Supervision, Training and Teaching

- F.1. a-c: Counselor Supervision and Client Welfare
- F.2. a-c: Counselor Supervision Competence
- F.3. a-d: Supervisory Relationship
- F.4. a-d: Supervisor Responsibilities
- F.5. a-c: Student and Supervisee Responsibilities
- F.6. a-d: Counseling Supervision Evaluation, Remediation, and Endorsement



ACA Code of Ethics Section F: Supervision, Training and Teaching

- F.7. a-i: Responsibilities of Counselor Educators
- F.8. a-d: Student Welfare
- F.9. a-c: Evaluation and Remediation
- F.10. a-f: Roles and Relationships between Counselor Educators and Students
- F.11. a-c: Multicultural/Diversity Competence in Counselor Education and Training Programs



Direct and Indirect Services-Recommended depending on site requirements and instructor approval.

Direct Hours

- Individual Counseling
- Intakes and Interviews with clients
- Family/Parent Consultation with client present
- Psychoeducation to clients in a large setting
- Group Counseling
- Testing/Assessment



Indirect Services

- Case Consultation (can appear in both direct and indirect)
- Training/Workshop/Research
- Case notes/Recordingkeeping/Case Management
- Creating activities for clients
- Other: Activities that are relevant to the practicum/internship objectives approved



Roles of Stakeholders

Practicum/Internship Student Responsibilities

- 1. Schedule and complete interviews with on-site contacts.
- 2. Arrange work schedule with the site supervisor.
- 3. In consultation with site and university supervisors, develops goals and objectives for his/her experience and submits this to his/her university supervisor.
- 4. Attend all individual and group supervisory sessions, as well as required class meetings.
- 5. Complete the experience requirements.
- 6. Adhere to the policies and operational procedures of the site and performs site responsibilities in a professional manner as if a paid employee.
- 7. Submit practicum/internship portfolio at the end of the placement experience.
- 8. Comply with all legal and ethical regulations; bring all potential legal and ethical issues to the attention of university and site supervisors.
- 9. Obtain liability insurance. Students are responsible for costs associated with any medical treatment needed due to accidents/injuries that happen during field placements.
- 10. Complete the practicum and internship.



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Roles of Stakeholders

The University Practicum or Internship Supervisor/Instructor:

- 1. Approves student's goals and objectives to be pursued at site.
- 2. Explains the requirements of the experience and provides pertinent information.
- 3. Consults with site supervisor about the student's progress and encourages site supervisors to contact the university supervisor for assistance and consultation during the semester.
- 4. Provides supervision to the students in a group setting for 1½ hours of weekly supervision.
- 5. Reviews work samples (audio/video tapes) of the student's field work.
- 6. Appropriately maintains confidentiality about information obtained during supervision.
- 7. Collects logs and supervisor evaluations from each student.
- 8. Assigns grades to students for the practicum and internship experience.



Roles of Stakeholders

■ On-Site Supervisor Responsibilities

1. Interviews potential practicum or internship students and indicates preferences among those students for site placement, without regards to race, religion, gender, age, national origin, disability, or sexual orientation.
- 2. Informs students interviewed if they will be offered a practicum or internship placement.
- 3. Assigns accepted students to qualified on-site supervisors
- 4. Provides adequate workspace, access to telephone, and necessary supplies and equipment for the student.
- 5. Works with student as it relates to work hours and responsibilities.
- 6. Orients the student to the mission, goals, and objectives of the site, as well as to internal operating and programmatic procedures.
- 7. Aids the student in developing goals and objectives for his/her experience.
- 8. Ensures that the student has appropriate experiences during the placement based on the student's program goals and objectives and personal/ career goals.
- 9. Meets at least one-hour each week with student for individual supervision.



Roles of Stakeholders

- 10. Provides a written evaluation of the student's performance midterm and at the end of the placement. Sign paperwork such as the student's direct and indirect logs, and supervision logs.
- 11. Maintains contact with university supervisor for assistance and consultation relating to student's progress.
- 12. Engages in ongoing assessment of the student's performance and communicates with the clinical coordinator about any issues/problems/ concerns with the student's performance. If problems continue, the site supervisor, in consultation with the coordinator, will develop a remediation plan.
- 13. Maintains confidentiality



COVID-19 Safety Measures:

- Face coverings (donning and doffing) types
 - Social distancing
 - Hand washing
- Cover your cough
 - Self screening
 - Self isolating



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