

Theory and Practice of Counselor Supervision

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Welcome and thank you for generously offering to serve as a site supervisor for our school counselors in training.

Liberty University provides site supervisors with the following counselor supervision training assistance and regular communications by a faculty supervisor throughout the practicum and internship experience. Slides 20-24 provide detailed information related to Liberty's practicum and internship requirements for the M.Ed. in School Counseling Program.

Liberty University Site Supervisor Qualifications:

The site supervisor must be a licensed/credentialed counselor (school counselor for K-12 internship) with at least three years of experience and training in supervision. Please document such training or participation in this online counselor supervision training module by completing the *Counselor Supervision Training Verification* form located on the School Counseling web page at:

<http://www.liberty.edu/index.cfm?PID=28102>

What is counselor supervision?

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) defines counselor supervision as:

A form of instruction where by a supervisor monitors and evaluates an internship or practicum student's performance and quality of service provided, facilitating associated learning and skill development experiences (CACREP, 2009).

The Association for Counselor Education and Supervision (ACES) recognizes the need for both administrative and clinical supervision of counselors to encourage reflective practices and continuous growth that results in increased competency and self-efficacy (Baltimore & Crutchfield, 2003).

Administrative supervision varies by setting and includes activities and interactions that impact the quality of counseling (or clinical) services delivered.

Clinical supervision involves the activities and interactions designed to improve clinical knowledge and skills related to the application of counseling theory and techniques.

ACES Best Practices for Clinical Supervision delineates twelve core areas of knowledge, competencies, and personal traits that characterize effective supervisors: Potential supervisors please review ACES Supervision Best Practices in their entirety at:

<http://www.acesonline.net/wp-content/uploads/2011/10/ACES-Best-Practices-in-clinical-supervision-document-FINAL.pdf>

ACES Best Practices for Clinical Supervision

- Initiating Supervision
- Goal Setting
- Giving Feedback
- Conducting Supervision
- The Supervisory Relationship
- Diversity and Advocacy Considerations
- Ethical Considerations
- Documentation
- Evaluation
- Supervision Format
- The Supervisor
- Supervisor Preparation



Culturally Competent Counselor

Supervisors understand that culture impacts the dynamics of the supervisory relationship. The counselor supervisor is responsible for addressing cultural issues as they arise, necessitating cultural sensitivity, cultural competence, and self-awareness as it relates to one's own cultural values and assumptions. Counselors and counselor supervisors do not make value judgments or allow biases to impact their work with clients and supervisees (ACA, 2005). Potential counselor supervisors need to review the ACA Code of Ethics with particular attention to Sections A, E, and F.

Culturally Competent Counselor

Supervisors are well versed in a variety of techniques and strategies that address oppression and enhance psychological freedom (Hanna & Cardona, 2013).

Lack of cultural competence in counselor supervision is considered to be a violation of the ACA Code of Ethics (2005), which states “counseling supervisors are aware of and address the role of multiculturalism/diversity in the supervisory relationship” (Standard E.1.a).

Ethical and Legal Considerations in Counselor Supervision

require clinical supervisors to have a thorough knowledge of professional ethical codes and legislation that govern the practice of counseling. Supervisors should be knowledgeable of [ACES Ethical Guidelines for Counseling Supervisors](#) (1993) and the [ACA Code of Ethics](#) (2005) with particular attention to Section F. Supervisors also need to be knowledgeable of the professional ethical standards related to the specialty for which you are providing supervision such as [American School Counselor Association Ethical Standards for School Counselors](#) (2010).

Ethical and Legal Considerations (cont.)

Supervisors are ultimately responsible for the welfare of the client thus responsible for assisting the supervisee in working through difficult issues encountered during counseling sessions and supervision.

Supervisors model ethical practices, clearly communicate expectations, monitor supervisee-client interactions, ensure appropriate documentation, assess client progress, and supervisee performance.

Effective supervisor-supervisee

relationships begin with contract reviews, collaborative goal setting, clearly communicated expectations and processes, theoretical orientation for supervision, and emergency procedures as well as methods for both formative and summative evaluations that can be written or oral.

Formative evaluations are those assessments of supervisee progress that take place throughout supervision in the form of planned and ongoing feedback. Summative evaluations are those assessments that are planned and conducted at the close of a specific time period established in the initial supervisor-supervisee meeting.

Effective counselor supervisors address variables that arise and impact the supervisory relationship, provides continuous feedback, and monitors progress toward goals (Hollihan & Reid, 2013).

Termination of the supervisor-supervisee relationship includes summarizing the process and providing feedback on goal attainment, strengths, and areas of growth as well as areas needing further development.

Counselor supervisory style is defined as the strategies applied by a counselor supervisor, which are selected based the supervisee's developmental level and specific client in a given context and impact the supervisee's perceived self-efficacy and the supervisory relationship (Fernando & Hulse-Killacky, 2005). For this reasons, supervisors are encouraged to adopt a variety of supervisory styles in order to customize supervision to meet the needs of diverse supervisees and the clients served.

A variety of counseling theories are used as frameworks for counselor supervision.

Commonly used models of supervision:

Client-centered
Solution-Focused
Behavioral
Developmental

The Client-centered model of supervision is grounded in the work of Carl Rogers and relies heavily of the therapeutic relationship. In the case of supervision, the counselor (supervisor) enters the client's (supervisee's) world to promote change, believing that the supervisee has the ability to engage and bring about growth. The supervisee uses major tenants of person-centered counseling such as unconditional positive regard, active listening, clarification, and summarizing, to promote supervisee reflection and processing.

Solution-focused (SF) supervision is grounded in a research-based counseling theory and has been found to be particularly useful for site supervisors in schools and in other settings where there is limited time for supervision and limited clinical supervision training (Cigrand & Wood, 2011). The emphasis is on a more collegial supervisory relationship. Much like SF counseling, the supervisor uses techniques such as video talk, scaling, and the miracle question to identify, conceptualize, and promote the growth of counselors in training.

The Behavioral model of supervision is grounded in the principles of learned behavior. The supervisor works with the supervisee to identify targeted goals and a plan to meet those goals. The supervisor using modeling and cognitive rehearsal to promote learning, thus change and growth (Kindsvatter, Granello, & Duba, 2008).

Developmental models of supervision

focus on how the supervisee changes over time during the training/clinical experience, assuming that the supervisee moves through stages that require differing levels of supervision. The supervisor modifies the intensity/nature of supervision based on supervisee growth and may take on the role of teacher, consultant, and counselor throughout the process of supervision.

Liberty University Site Supervision

At the start of the internship experience site supervisors will receive an email from Liberty LiveText personnel with a user name and password. Site supervisors will use this system to complete preliminary and final intern evaluations and to verify clinical hours.

Liberty University Internship/Practicum Site Supervision Requirements

An average of one hour each week of site supervision
(students also participate in 1.5 hours of group supervision each week facilitated by the faculty supervisor)

A private area for on-site confidential counseling sessions

Opportunities for the student to be observed on each of the competencies listed on the Advance Competency Assessment (ACA) form

Orientation by the site supervisor to include a tour of physical facility, expectations, and an introduction to mission, belief, and philosophy of school/agency

Formative and summative evaluation of intern performance

Liberty University Practicum and Internship Structure and Hours

Liberty University Requirements for School Counseling Practicum

Course	Setting	Requirements
EDCE 698 (3 hrs)	One agency setting (a non-K-12 school setting)	Minimum: 150 hour (at least 40 hours of direct service with clients)

Liberty University Requirements for School Counseling Internship

Course	Setting	Requirements
EDCE 699 Part I (3 hrs) EDCE 699 Part II (3 hrs) Course fee: (\$200 for Site Supervisor) (\$100 per semester)	Two school counseling settings: elementary school (preK-6) secondary school (7-12)	Minimum: 600 hours at least 300 hours per setting: K-6 and 7-12 240 clock hours of direct service, including leading groups

Practicum and Internship Forms

Potential site supervisors should review these forms available on the school counseling program online advising guide at:

<http://www.liberty.edu/academics/education/graduate/index.cfm?PID=14634>

ASCA Confidentiality Position Statement

Information & Overview Agreement

Culminating Projects Form

Field Experience Summary and Rubric

Internship Advanced Competency Assessment (ACA)

Practicum Evaluation of Student Performance

Evaluation of Site Supervisor by Student

Permission to Tape (child/adolescent & adult)

Weekly Log

Liberty University Internship/Practicum Requirements

Additional information pertaining to the M.Ed. In School Counseling and the practicum/internship requirements for students, site supervisors, and faculty supervisors is listed in the School Counseling Program, Internship, and Practicum Manual located on the graduate online advising guide at:

<http://www.liberty.edu/index.cfm?PID=14634>

**Thank you for helping to prepare
Liberty's M.Ed. in School Counseling
Program candidates with clinical
supervision!**

References

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