

# COUNSELLING SUPERVISION

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**LECTURE 2**

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# LECTURE 2: FUNCTIONS OF COUNSELLING SUPERVISION

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## **Topic contents:**

- Functions of counselling supervision.
- Scope of counselling supervision.
- Difference between counsellor supervisor and administrative supervisor.
- Roles and responsibilities of the supervisor.
- Roles and responsibilities of the supervisee.

# INTENDED LEARNING OUTCOMES

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- Discuss the functions and scope of counselling supervision.
- Differentiate between counsellor supervisor and administrative supervisor.
- Discuss the roles and responsibilities of the supervisor and supervisee.

# FUNCTION OF COUNSELLING SUPERVISION

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- Generally supervision satisfies a number of functions in practice.
- These may be in relation to the supervisee emotional competence needs of a supportive nature.
- Knowledge and skills competence needs of educative/ learning needs.
- Service management needs which may be administrative in nature.

# FUNCTIONS

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- Supportive/Restorative
- Educative/ Formative
- Administrative/ Normative
- Evaluation of case studies

# SUPPORT / RESTORATIVE

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- During counselling supervision sessions, counsellors are provided with forums, where they can discharge emotions and recharge energies.
- Counsellors are helped to reflect on personal issues that may hinder their capacity to provide effective services to clients and at the same time receive support to manage such issues constructively.
- This restores counsellor's ability to continue working with the clients.

# EDUCATION/FORMATIVE

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- The counsellor receives information on new counselling trends, and on use of skills or updates on policy matters.
- They may be helped to reflect on their way of working with clients and to ensure they maintain ethical practice.
- It is also an opportunity to receive feedback and challenge on the quality of their practice.

# ADMINISTRATIVE / NORMATIVE:

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- Counselling supervision can help account for the counsellors' practice in relation to the nature of services offered, number of clients seen over given periods of time, factors hindering the provision of quality counselling services, the use of available resources (e.g. copies of guidelines, space for counselling and record keeping/data tools).
- Supervision captures issues of interpersonal conflict among staff that could affect good practice and communicate with line management. Through counselling supervision, counsellors could be helped to negotiate for manageable client workload, time and space.

# EVALUATION OF CASEWORK

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- Evaluation of the supervisee is a primary responsibility in supervision. Supervisors are ethically required to provide the supervisee with regular and systematic feedback and evaluation (ACA, 2005; NASW, 2008).
- As evaluator, supervisors typically serve as gatekeepers for their profession. Behnke (2005) stated that as gatekeeper, the supervisor has significant input into whether a supervisee qualifies as a counselling professional.
- By assessing client needs, outcomes and approaches used. Evaluation promotes quality care and ensures standards are being met.

# SCOPE OF COUNSELLOR SUPERVISION

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# SCOPE OF COUNSELLING SUPERVISION

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- The ultimate scope of counselling supervision is to ensure that the supervisee's current and future clients receive the best services available.
- The scope of legal and ethical responsibility in counselling supervision is far-reaching.
- The supervisor is legally and ethically responsible for all of the professional activities of the supervisee as well as his or her own actions as a supervisor.

# SCOPE

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- Practically, this means that supervisors must have some knowledge of all the clinical activities and cases of the supervisee and be available to provide supervision as needed (ACA, 2005).
- Bernard and Goodyear (2009) suggested that three main purposes of supervision are fostering the supervisee's professional development, ensuring client welfare, and empowering the supervisee to self-supervise. Supervisory responsibilities can also be described as either administrative or clinical.

# SCOPE

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- According to Campbell (2006), “administrative supervisors and counsellor supervisors function under two separate models with different purposes, different missions and different rule books” .
- Utilizing a business management model, administrative supervisors focus on maintaining a well-functioning organization and are concerned with productivity, workload management, and accountability. Counsellor supervisors have a teaching, training, mentoring, and monitoring position, which involves helping trainees to develop and maintain competence.

# SCOPE

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- Supervisees who received both administrative and counsellor supervision from the same supervisor reported overall satisfaction with their supervisors and did not view this dual role as problematic (Tromski-Klingshirn and Davis, 2007)
- It seems that these functions do not conflict and can be carried out ethically and competently by the same supervisor.

# DIFFERENCES BETWEEN ROLES OF COUNSELLOR SUPERVISOR AND ADMINISTRATIVE SUPERVISOR

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## COUNSELLOR SUPERVISOR

- Provides emotional support
- Deals with the issues that affect the counsellor's work
- Provides opportunities for the transfer of knowledge and skills

## ADMINISTRATIVE SUPERVISOR/MANAGER

- Provides managerial support
- Deals primarily with work related issues
- If contracted by the workplace, could recommend further training opportunities on behalf of the counsellor

# COUNSELLOR SUPERVISOR VS ADMINISTRATIVE

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## COUNSELLOR SUPERVISOR

- Should provide on-the-job training and professional development opportunities
- In some cases (subject to contractual agreement), may give general feedback on performance to workplace
- Provides guidance to case management and facilitates skills development

## ADMINISTRATIVE SUPERVISOR/MANAGER

- Gives counsellor open and honest feedback on performance with regard to counselling knowledge and skills
- Provides feedback on work performance to senior management
- Manages administrative work-related issues

# COUNSELLOR SUPERVISOR VS ADMINISTRATIVE

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## COUNSELLOR SUPERVISOR

- Deals with any ethical issues in relation to counselling practice.
- Acts as resource for upgrading knowledge and skills and keeping abreast of current developments in counselling.

## ADMINISTRATIVE SUPERVISOR/MANAGER

- Deals with ethical issues only as they pertain to organizational policy and procedure.
- Acts as resource for information on national and organizational policies and protocols.

# TASK

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- Assume you are counsellor in a drug rehabilitation center, what experiences are you likely to have with a counsellor supervisor and with an administrative supervisor?
- What issues are you likely to discuss with each of the supervisors?

# ROLES AND RESPONSIBILITIES OF SUPERVISOR

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- Counselling supervision entails a multitude of roles for the supervisor.
- ACES (1993) Ethical Guidelines for Counselling Supervisors provide comprehensive lists of the roles and responsibilities of the supervisor. The role of the supervisor is a composite of many roles, and these roles change as the focus of supervision changes.
- Competent supervisors have a clear idea of their role in any given situation, why they are serving in that role, and what they hope to accomplish with the supervisee.

# ROLES

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- A skilled supervisor is able to sort out the supervisory needs in various situations and assist supervisees with their work in a manner consistent with client needs and agency policy.
- Ethical supervisors do not relax their supervision requirements for a supervisee in terms of frequency and content of supervision because they assume the supervisee is clinically competent based on the supervisee's education or experience.

# ROLES AND RESPONSIBILITIES

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- AlleCorliss and Alle-Corliss (2006) compiled a list of typical supervisory roles based on their experience that includes teacher, model, evaluator, mentor, counselor and adviser.
- Bernard and Goodyear (2009) summarized the supervisory roles suggested by several authors whose work has been most influential. This includes; teacher, counselor, and consultant. Less frequently mentioned roles are evaluator and administrator. It should be noted that providing counselling is not a typical function of a supervisor.

# ROLES OF A SUPERVISOR

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- According to Corey et al 2006, the following are roles of a supervisor; teacher or coach, administrator, mentor, evaluator, consultant, recorder and documenter, counsellor, empowerer, advocate and adviser.

# MENTOR

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- The supervisor plays the role of a trusted guide for the supervisee. These includes providing direction and guidance. They assist supervisees to assess their current abilities and desired goals as counsellors.
- Johnson (2007) defined mentoring as “a personal relationship in which a more experienced counsellor supervisor acts as a guide, role model, teacher, and sponsor of a less experienced student or supervisee.
- Mentors are typically kind, healthy, and competent.

# CONSULTANT

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- The supervisee may consult with the supervisor to resolve a problem or help it make a decision, such as choosing the best treatment approach for a client.
- Dougherty (2009) defined consultation as “a process in which a human service professional assists a consultee with a work-related issue, with the goal of helping both the consultee and the client in some specified way”.
- Consultants assist consultees with immediate problems and offer solutions for similar problems that may occur in the future.

# COUNSELLOR

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- According to Corey, Corey, and Callanan (2011) the focus of the supervision process is the supervisee's professional development rather than on his or her personal concerns.
- The supervisor can help the supervisee deal with issues of personal strengths and weaknesses as they relate to the supervisee's practice as a counsellor, explore countertransference issues, cope with stress and burnout.

# ADVISER

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- Although the primary approach in supervision is to empower supervisees to learn how to make their own decisions, occasions do arise in which giving advice about a situation is in order.
- Issues surrounding suicide, dangerousness, duty to warn, court appearances, and treating minors may require direct intervention by the supervisor with the supervisee.

# RECORDER AND DOCUMENTER

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- It is good practice for a supervisor to keep track of what the supervisee is bringing to supervision.
- Documentation is important in supervision and verifies that the service actually occurred. It is not unusual for licensure boards, insurance carriers, and professional entities, to request verification of supervision (Coleman, 2003).

# RECORDER AND DOCUMENTER

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- Professional practice entails maintaining records of every session, including any major issues that arise in the discussion.
- The following documents are important;
  - Dates and duration of each face-to-face supervision session;
  - An outline of each session, including concern, progress towards learning goals and recommendations;
  - A follow-up plan with rationale.

# EMPOWERER

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- To empower is “to enable, give another the ability and authority to do something” (Merriam Webster Online Dictionary, 2009).
- To help the supervisee solve immediate counselling issues, the supervisor’s role is to teach supervisees how to handle challenges and to know when to seek help through consultation.
- The role chosen should be a good fit with the purpose of the supervisory context. It is important for a supervisor to be aware of the role he or she is functioning in and why.

# ADVOCATE

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- Social justice and advocacy is a major concern for all counsellors (Roysircar, 2009; Steele, 2008).
- Counsellors can do a great deal to further the welfare of their clients by both speaking on their behalf and teaching them skills to become advocates for themselves.
- One role of a supervisor is to address with supervisees how they can begin thinking in terms of advocating for clients who are marginalized.

# SUMMARY OF ROLES AND RESPONSIBILITIES

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- Discuss the supervisee and supervisor's expectations.
- Create the supervisory context by defining the parameters about what is appropriate to bring to supervision.
- Establish with the supervisee, a relationship of trust that enables creative thinking and sharing of difficulties and differences.

# SUMMARY OF ROLES AND RESPONSIBILITIES

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- Encourage the supervisee to develop his or her unique professional style and approach.
- Define and outline practical details such as location, times, length and frequency of sessions, and payment as applicable.
- Clarify any unique or particular issues of accountability, and responsibility and any conflicts of interest if, for example, the supervisor is the manager as well.

# SUMMARY OF ROLES AND RESPONSIBILITIES

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- Take responsibility for discussing how issues of confidentiality will be handled, such as links with line managers and other professionals.
- Identify and respond to situations if it emerges that a supervisee is unfit to practice or when challenging dilemmas arise, for example the overconfident supervisee, one who shows incompetence, or one who says ‘Yes, but...’.
- Give a different and creative perspective to difficult situations, where this is called for.

# CASE STUDY

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- Ryan is a licensed counselling psychologist, he is supervising Mary, who is a PhD holder in counselling but not licensed as a counsellor. In their private practice setting, they work primarily with youths with substances use disorder and with the families of those clients. In his role as a supervisor, Ryan acts as a consultant and peer supervisor to his supervisee because Mary already has her doctorate. Ryan is confident in Mary's abilities and judgment and provides supervision as needed.

# CASE STUDY

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- Tony is a licensed Counselling Psychologist who is supervising a bachelor's-level counselling trainee in a community college counselling center. Students come to the center for counselling on relationship difficulties, academic performance anxiety and personal issues such as depression. In his role as supervisor, Tony acts as a teacher, adviser, mentor, and evaluator for his trainees. In this supervisory situation, Tony is the expert, but he must provide opportunities for his supervisees to grow in knowledge and skills through hands-on training as well.

# TASK

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Reflecting on these cases, respond to the following questions;

- i) How are Ryan and Tony's role appropriate for their situations?
- ii) Which supervisory role would you be more comfortable with in the two case studies?

# ROLES AND RESPONSIBILITIES OF THE SUPERVISEE

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- Discuss from the onset, any particular requirements or issues that might affect the supervisory relationship such as obligation to have supervision for registration or training, completing supervision reports, cultural or gender restrictions.
- Reach an understanding with the supervisor about the main aims and objectives of supervision at his/her stage of practice and experience.
- Being clear about any particular needs such as development of specific skills or theoretical ideas.

# SUPERVISEE RESPONSIBILITIES

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- Consider how to deal with any serious concerns, such as finding the supervisor ‘incompetent’ or unhelpful, which is less easily managed if without a separate line manager.
- Be prepared for sessions, meaning that the supervisee have cases organized and thought given to dilemmas.
- Respect the supervisor’s time which requires attending on time and being prepared. Clarity about responsibilities helps when it comes to choosing a supervisor and selecting a supervisee.

# SUMMARY

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- We have discussed the functions and scope of counsellor supervision.
- We have differentiated between counsellor supervision and administrative supervision.
- We have explored the roles and responsibilities of the supervisor and supervisee.

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# NEXT LECTURE

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## Theories of Counselling