

COUNSELLING SUPERVISION

LECTURE 4

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LECTURE 4: MODELS OF COUNSELLING SUPERVISION

Topic contents:

- Meaning of the term model.
- Understanding models of counselling supervision.
- Models of counselling supervision
 - Psychotherapy-based models.
 - Developmental models.
 - Social –Role models.
 - Eclectic models.

INTENDED LEARNING OUTCOMES

- Explain the meaning of models in the context of counselling supervision.
- Discuss the various models of counselling supervision.
- Apply the models in your own context.

MEANING OF THE TERM MODEL

- A supervision model is the systematic manner in which supervision is applied (Borders and Brown 2005).
- Models help in interpreting and understanding complex phenomena and learning complex skills.
- Models put words and meaning to concepts, that would not be understood without them.

MODELS

- Models provide a framework for counsellors to practice and communicate.
- Models show the protocols and the steps to take to make an intervention beneficial.
- Supervision models offer a conceptual frame for supervisors (Bernard & Goodyear, 2013).

UNDERSTANDING MODELS OF SUPERVISION

- A model of supervision is a theoretical description of what supervision is, how the supervisee is learning and how the professional development occur.
- Some models describe the process of learning and development as a whole; others describe the specifics of what occurs in supervision to bring about learning and development.
- A complete model addresses both how learning occurs and what supervisors and supervisees do to bring about that learning.

SUPERVISION MODELS

- Supervision models provide frameworks for organizing knowledge and skills for conducting supervision.
- Like counseling theories, supervision models serve as a guide for choosing an intervention for a particular supervisee and for evaluating one's effectiveness as a supervisor.

MODELS

- Supervisors should outline their model of supervision, discuss how decisions regarding the focus of supervision are generally determined, discuss their expectations of the supervisee and explain the evaluation of the supervision process.
- Supervisees should take the opportunity to discuss their general preferences for receiving feedback, their methods of learning and their expectations of support.

ELEMENTS OF A SUPERVISION MODEL

- The process through which learning and development occur in individuals.
- The goals of supervision.
- The role of the supervisor.
- Intervention strategies the supervisor will use to assist the supervisee in accomplishing the goals of supervision.
- The supervisor's style.
- The role of evaluation in supervision.

MODELS

- Supervision models have developed over time, early models of supervision relied heavily on psychotherapeutic processes (Stoltenberg, McNeill, & Delworth, 1998).
- This was consistent with the notion that once counsellors became skilled in conducting therapy, they should accordingly be skilled in supervision.
- As the body of information regarding supervision has advanced, models designed for supervision have been developed.

MODELS OF COUNSELOR SUPERVISION

- Psychotherapy-based models.
- Developmental models.
- Social –Role models.
- Eclectic or Integrationist models.

PSYCHOTHERAPY-BASED MODELS

- Psychotherapy-based models use the concepts developed for psychotherapy and apply them to the supervision setting.
- That which is useful in bringing about change with clients is likely to be useful in bringing about change with supervisees.
- Psychotherapy-based models, rely on the assumptions, methods, and techniques of a psychotherapy theory when training supervisees.

PSYCHOTHERAPY-BASED MODELS

- The concept behind this model was that the supervisee needed to experience the process of therapy from the role of the client, while simultaneously learning how to build the complex cognitive and emotional competencies to become a skilled counsellor.
- Psychodynamic counsellor supervision.
- Person centred counsellor supervisor.
- Cognitive behavioural approach.

PSYCHODYNAMIC COUNSELLING SUPERVISION

- The core focus of psychoanalytic counselling supervision is teaching the supervisee.
- The main concentration is transference and counter-transference relationship between the therapist-client and supervisor-supervisee.
- Where the therapist has personal problems regarding their work with clients, they are referred for therapy.

PSYCHODYNAMIC

- With this model of supervision, there is emphasis in understanding how client–counsellor reactions influence the course of therapy.
- Parallel process is one of the key concepts in the psychodynamic approaches.
- It refers to the supervisee’s interaction with the supervisor that parallels the client’s behavior with the supervisee as the therapist.

KEY TASKS

- Educate supervisee on how to apply the knowledge and techniques for psychodynamic theory .
- Develop skills in assessment and case formulation within a psychodynamic framework.
- Build the capacity to recognize and understand significant patterns in the therapeutic process within a psychoanalytic framework.

KEY TASKS

- Learn how to turn psychoanalytic theory and case material into appropriate and effective therapeutic strategies and techniques.
- Learn how to recognize, understand and address the transference and countertransference processes occurring in the relationship between the supervisee and the client.
- Develop the ability of the supervisee to recognize and control his own emotional experience within the therapeutic relationship.

QUESTIONS IN THE PSYCHODYNAMIC MODEL

- What similarities do you see between our supervisory work and the relationship you share with your client?
- Think about what purpose your client's resistance might be serving.
- You appear to be having a very strong emotional response to your client; where and with whom else in your life might you experience this emotion?

REFLECTION

- Using psychodynamic model, identify the elements of a model.
- What elements are you likely to add on the psychoanalytic model?

COGNITIVE BEHAVIOURAL APPROACH

- Focus of supervision is the development of cognitive-behavioral knowledge, skills and techniques, including case conceptualization from a CBT perspective.
- Experiential processes will be more focused on having the supervisee understand his/her own cognitive biases and distortions and learning how to keep those separate from the relationship with the client.

KEY TASKS

- Understand how to develop a therapeutic relationship in order to set the framework for successful cognitive work; building trust through positive regard, attunement, empathy and accurate understanding.
- Comprehend the etiologies of maladaptive cognitions, emotions and behaviors.

KEY TASKS

- Teach the key techniques of the CBT, such as; observable behaviors, cognitive distortions, restructure the cognitive material, use of role play and direct instruction.
- Learn how to structure client sessions, create useful homework and meaningful summarizations of the material from the sessions and homework.

STEPS OF COGNITIVE THERAPY SUPERVISION

Liese and Beck (1997) outlined nine steps that typically occur in cognitive therapy supervision. These are;

- Check-in: the supervisor asks, “How are you doing?” to break the ice.
- Agenda setting: the supervisor teaches the supervisee to prepare carefully for the supervision session and asks, “What would you like to work on today?”

STEPS

- Bridge from previous supervision session: the supervisor reviews the previous session by asking questions like, “What did you learn last time?”
- Inquiry about previously supervised therapy cases: progress or challenges are reviewed.
- Review of homework since previous supervision session: this includes reading, writing about cases or trying new techniques with a client.

STEPS

- Prioritization and discussion of agenda items; a review of the supervisee's tape-recorded therapy sessions is a major focus for the supervisory session.
- Assignment of new homework; from the session, the supervisor gives new assignments to help the supervisee develop knowledge and skills in cognitive-behaviour therapy.
- Supervisor's capsule summaries; the supervisor's reflections of the session and emphasize important points.

TASK

- Discuss a case where you used CBT model in a supervision session.
- Using relevant examples, justify your use of CBT.

PERSON-CENTERED SUPERVISION

- Focus of supervision is the development of the supervisee's skills through a collaborative process, enhancing the supervisee's capacity to utilize his/her resources for effective client work.
- The role of the supervisor is to provide an environment in which the supervisee is supported in being aware of his/her own experience and fully engaged with the client.

KEY TASKS

- Understand how to develop a therapeutic relationship in order to set the framework for successful person centered work: genuineness, attunement, empathy and unconditional positive regard.
- Comprehend how to establish a therapeutic environment in which the client can be open to his/her own experience and utilize his/her own resources to find solutions to problems.

KEY TASK

- Teach the key techniques of the person centered model; focus on the present, listening, accepting, understanding and sharing in a collaborative manner.

STATEMENTS OR QUESTIONS USED BY SUPERVISORS

- I would like to hear you talk more about how it was for you to be with the client for that session.
- I encourage you to begin to place more trust in your own internal direction.
- How differently would you handle the situation?
- Tell me what you found to be important about the experience you shared with your client today.

STATEMENTS OR QUESTIONS

- I would like to hear you talk more about the climate you are creating with your client.
- To what degree do you feel you understand the ‘world’ of your client?
- What are your expectations for our session today?

DEVELOPMENTAL MODELS



DEVELOPMENTAL MODELS

- These models advocates that supervisors match the structure and style of supervision to the supervisee's level of development.
- As the supervisee grows and develops, the supervisory methods are adjusted to fit the skill level and confidence of supervisee.
- The supervisor brings in additional information needed to widen the knowledge base of the supervisee, which in turn leads to independence.

INTEGRATED DEVELOPMENTAL MODEL (1987)

- The model was developed by Stoltenberg and Delworth (1987). The IDM describes the three markers of counsellor development;
 - Awareness
 - Motivation
 - Autonomy

LEVELS

- Level 1 supervisees are generally entry-level students who are high in motivation, yet high in anxiety and fearful of evaluation; limited self awareness.
- Level 2 supervisees are at mid-level and experience fluctuating confidence and motivation, often linking their own mood to success with clients. Functions more independently. Increased empathy with clients.
- Level 3 supervisees are essentially secure, stable in motivation, can focus on client and on themselves.

MILESTONES

- The developmental milestones that will be overcome in this model include:
- Fear, anxiety, uncertainty, feelings of inadequacy, transference, counter transference, enmeshment, over identification with clients, conflicts in values, remaining unbiased, and being nonjudgmental.
- These milestones will move the novice supervisee from a place of dependency to a place of independency.

SUPERVISOR

- The IDM stresses the need for the supervisor to utilize skills and approaches that correspond to the level of the supervisee.
- Level-I supervisee, the supervisor needs to balance the supervisee's high anxiety and dependence by being supportive and prescriptive.

SUPERVISOR

- Level-3 supervisee the emphasis is autonomy and engagement in collegial challenges.
- If a supervisor was to consistently mismatch his/her responses to the developmental level of the supervisee, it would likely result in significant difficulty for the supervisee to satisfactorily master the current developmental stage.

THE EIGHT DIMENSIONS

1. Intervention skills
2. Assessment techniques
3. Interpersonal differences
4. Client conceptualization
5. Individual differences
6. Theoretical orientation
7. Treatment goals and plans
8. Professional ethics.

LITTRELL, LEE-BORDEN AND LORENZ MODEL (1979)

This model attempts to match supervisor behaviour to the developmental needs of the supervisee;

Stage 1: Characterized by relationship building, goal setting, and contracting.

Stage 2: The supervisor vacillates between the role of counsellor and teacher as the trainee is faced with affective issues and skill deficits.

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- Stage 3: The supervisor adopts a more collegial role of consultant as the trainee gains confidence and expertise.
 - Stage 4: The supervisor's role becomes "distant" and he or she serves as a consultant.
 - At this stage the supervisee takes responsibility for his or her learning and development as a counsellor.

THE SKOVHOLT AND RONNESTAD MODEL (1992)

The therapist development continues throughout the lifespan;

- Stage I: Competence; persons at this stage, although possibly having some experience with clients, are untrained.
- The central task at this stage is to use what one already knows; the conceptual system is based upon “common sense.”

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- Stage 2: Transition to professional training (First year of graduate school);
The central task at this level is for the supervisee to assimilate information from a number of sources and apply this information to practice.
 - The conceptual system is driven by the urgency to learn conceptual ideas and techniques.

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- Stage 3: Imitation of experts (Middle years of graduate school); The supervisee central task is to imitate experts at the practical level, while maintaining openness to a diversity of ideas and positions.
 - Stage 4: Conditional autonomy (Internship); Supervisee have the central task of functioning as professionals.
 - They have begun to develop a refined mastery of conceptual ideas and techniques.

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- Stage 5: Exploration (Graduation---2-5 years); There is a move to explore beyond what is known. There will be rejecting of some previously held ideas and models.
 - Stage 6: Integration (lasts 2-5 years); Professional's work toward developing authenticity. Their conceptual system has become individualized.

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- Stage 7: Individuation (lasts 10-30 years); Its central task is a highly individualized and personalized conceptual system. There is a move toward an even deeper authenticity.
 - Stage 8: Integrity (lasts 1-10 years); The task is to become oneself and prepare for retirement. At this point, the conceptual system is highly individualized and integrated.

SOCIAL –ROLE MODELS

- Focus of supervision will be on the development of the supervisee's skills through defining and pursuing clear, incremental developmental goals, defining problems for which solutions are being sought, improving and enhancing the solution creating skills of the supervisee
- The role of the supervisor is to provide an environment in which the supervisee's competence and resources are validated, and capacity for the creation of increasingly effective solutions is supported and enhanced
- The supervisor will attempt to find out the best way of collaborating with the supervisee to move towards goals, including understanding the preferred learning style of the supervisee, stage of development, attributes of the supervisee, circumstances in which the clinical work is occurring, language and values of the supervisee

DISCRIMINATION MODEL

- Conceptualises supervision as both, an educational and a relationship process where the supervisor has two functions:
 - Assessing the supervisee's three skills (interventions, conceptualization and personalization skills).
 - To offer support reassurance by choosing an appropriate supervisor (teacher, consultant, counsellor) to address the supervisee's needs and goals.


SKILLS

- **Intervention Skills:** What the supervisee is doing in the session that is observable by the supervisor (interventions skills, techniques, etc.)
- **Conceptualization Skills:** How the supervisee understands what is occurring in the session, identifies patterns, or chooses interventions—all covert processes.
- **Personalization Skills:** How the supervisee interfaces with a personal style with therapy at the same time he or she attempts to keep therapy uncontaminated by personal issues and countertransference responses.

THE HAWKINS AND SHOHEIT MODEL (1989)

- The supervisor's role is to offer support and reassurance, but also to contain any overwhelming affective responses that a supervisee might have. There are six foci that are addressed in this model;
Focus 1: Reflection on the content of the therapy session (therapist narrative).
- Focus 2: Exploration of the strategies and interventions used by the therapist (therapist activity).

CONT.

- Focus 3: Exploration of the therapy process and relationship (therapy process).
 - Focus 4: Focus on the therapist's counter-transference (supervisee's state).
 - Focus 5: Focus on here-and-now process as a mirror or parallel of the there-and-then (supervision process). What has been discussed by others as parallel processes.
 - Focus 6: Focus on the supervisor's countertransference (supervisor experience).
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ROLE OF SUPERVISOR

Teacher; supervisor takes responsibility for determining what is necessary for the supervisee to learn.

Counsellor; supervisor addresses the interpersonal or intrapersonal reality of the supervisee.

Consultant; supervisor allows the supervisee to share the responsibility for learning. Supervisor becomes a resource for the supervisee but encourages the supervisee to trust his or her own thoughts, insights, and feelings about the work with the client.

ECLECTIC OR INTEGRATIONIST MODELS

- Technical eclecticism tends to focus on different chooses from many approaches and is a collection of techniques.
- This path has the goal of producing a conceptual framework that synthesizes the best of two or more theoretical approaches to produce an outcome richer than that of a single theory.

ECLECTIC

- Most supervisors behave as eclectics. Norcross and Halgin (1997) suggested that supervisors should attend to the “cardinal principles of integrative supervision.” Among these principles are to:
 - conduct a needs assessment;
 - consider the therapy approach (method of supervision should parallel the content of supervision);
 - blend supervision methods;

CARDINAL PRINCIPLES

- Operate from a coherent framework;
- Customize supervision to the individual student;
- Match supervision to supervisee variables;
- Consider the developmental level of the trainee, and the trainee's personal idiom;
- Assess the trainee's therapeutic skills;

CARDINAL PRINCIPLES

- Address with trainees their “relationships of choice”;
- Construct explicit contracts;
- Evaluate the outcomes.
- It is important that the supervisor and supervisee engage in a discussion about the processes and model of supervision that will be used.

SUMMARY

- We have discussed the meaning of the term model in the context of counselling supervision.
- We have explored the following models of counselling supervision;
 - Psychotherapy-based models.
 - Developmental models.
 - Social –Role models.
 - Eclectic models.

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NEXT LECTURE

Tasks of counselling supervision.