

COUNSELLING SUPERVISION

LECTURE 5

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LECTURE 5: TASKS OF COUNSELLING SUPERVISION

Topic contents:

- Tasks of counselling supervision.
- Mode of delivery.

INTENDED LEARNING OUTCOMES

- Discuss the tasks of counselling supervision.
- Identify the modes of delivery

TASKS OF COUNSELLING SUPERVISION

- There are many generic tasks to be achieved in counselling supervision.
- These may include relationship building, monitoring the professional and ethical aspects, counselling, teaching, evaluation, consultation and administrative task.

RELATIONSHIP TASK OF SUPERVISION

- A supervisory relationship relies on the same core conditions of counselling, such as openness, respect, honesty, and genuineness (Bradley, Gould, & Parr, 2001).
- Without this open relationship, supervisees may feel devalued and judged in the supervisory process.

RELATIONSHIP

- Supervisees may also not feel comfortable disclosing their feelings about the counselling process during supervision sessions or about the supervision process.
- There is little agreement on the 'kind' of relationship involved in counselling supervision.

RELATIONSHIP TASK OF SUPERVISION

- This relationship changes as supervision progresses and the supervisor is able to combine other roles with supervisees but this must be within the ethical guidelines.
- There is an element of power within supervision and the supervision relationship is characterized by choice: self-disclosure, transference, counter transference and contracts.

MONITORING THE PROFESSIONAL AND ETHICAL ASPECTS OF SUPERVISION

- Monitoring the professional and ethical aspects is seen as an essential task of supervision.
- Although supervisors do not see themselves as teaching the ethical dimension of client work, some issues emerge around this for supervisors. They need to assure themselves that their supervisees are working ethically.

MONITORING

- There are different opinions on how to monitor the professional and ethical aspects.
- Some supervisors wait until it emerges from client work. Supervisors need to work out strategies for dealing with supervisees when they are anxious about the ethical or professional side of their work.

MONITORING

- As supervisors act as gatekeepers to the profession, making judgments about the quality of work of supervisees is inherent in the task of supervisors.
- Supervisors can use several assessment measures to carefully assess the skills and abilities of supervisees.
- Supervisors have an ethical responsibility to the profession to ensure that counsellors are competent and adhering to professional and ethical standards (American Counseling Association, 2005).

MONITORING

- To entrust a supervisee who is not functioning at expected level would compromise the profession and the treatment of future clients of the supervisee.
- Constructive feedback serves as a source of growth for both parties. It is essential for supervisors to critically evaluate the learning needs of counsellor trainees; it is with this information that supervisors can decide how to interact and work with counsellor trainees that will be most conducive to development.

MONITORING

- In monitoring counsellor performance, an important and often difficult supervisory task is managing problem staff or those individuals who should not be counsellors. This is the gatekeeping function.
- Part of the dilemma is that most likely you were first trained as a counsellor and your values lie within that domain. You were taught to acknowledge and work with individual limitations, always respecting the individual's goals and needs.

MONITORING

- However, you also carry a responsibility to maintain the quality of the profession and to protect the welfare of clients.
- Thus, you are charged with the task of assessing the counsellor for fitness for duty and have an obligation to uphold the standards of the profession.

THE COUNSELLING TASK OF SUPERVISION

- It is normal to expect personal issues to arise from supervision. Supervisors are concerned that the supervisee's personal issues might interfere with client work.
- Supervision deals with personal issues as they emerge from work with clients but not personal issues per se. Not all personal issues arising from client work require counselling.
- There is learning for supervisees from their own (personal) reaction.

COUNSELLING

- Some supervisors work with personal issues only when they throw light on work with client. Other supervisors articulate personal issues but do not see supervision as the place to deal with them. Some supervisors give limited space to deal with personal issues.
- There are different stances on whether or not supervisors should require supervisees to be in personal therapy at the same time as they undertake their supervision.

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- Some supervisors demand action if they are worried about client work. This action may include asking the supervisee to seek personal therapy.

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- There is a need in supervision to focus on the relationship of self to self.
 - This is provided by the counselling task of supervision, in which the supervisor notices the themes in client work that may be outside the supervisee's awareness and invites the supervisee to explore those themes.
 - So temporarily steer the supervisee's attention away from the client and onto themselves.

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- The change of focus can help the supervisee make connections between their own unfinished business and the way they respond to the client and the supervisor.
 - The supervisee may become aware of themselves thus improving the quality of client relationships, particularly where a supervisee perceives an impasse between themselves and the client.

THE TEACHING TASK OF SUPERVISION

- Teaching is individualized within supervision. It is more informal than formal. Modelling is seen as an important teaching method.
- Teaching recedes as the supervisee becomes more experienced. The teaching methods used within supervision are mostly determined by the supervisor.

TEACHING

- Teaching involves the supervisor identifying the developmental level of the supervisee, monitoring and evaluating their skills as a counsellor. With this information the supervisor can respond to the supervisee.
- This response should be based on what roles or focus areas will be most conducive to the growth and development of supervisees (Bernard, 1997).
- Some of the teaching methods which are used in supervision include; demonstration, role play, taping and psychodrama.

TEACHING

- For example, a counsellor trainee may struggle with being able to conceptualize a case from assessment to termination.
- A supervisor who provides direction on too many topic areas at once may actually complicate this process. Therefore, a supervisor would have to identify the most pressing and important learning needs (Bernard, 1997).

TEACHING

- The counsellor trainee may be struggling due to working with a client culturally different from themselves.
- The supervisor may have struggled with the same personal issues that the client is currently experiencing.
- Having an open discussion on such struggles and learning needs will provide information on where to begin with this counsellor trainee.

TEACHING

- The supervisor is then able to assist the counsellor trainee through these issues.
- Teaching can be twofold; firstly, help the supervisee develop their knowledge, skill and self-awareness via a range of methods, such as coaching, role-playing, recommended reading as well as more traditional teaching methods. Secondly, learning from the supervisees and their experiences.

EVALUATION TASK OF SUPERVISION

- Supervision inherently involves evaluation, building on a collaborative relationship between the supervisor and the supervisee.
- Evaluation may not be easy for some supervisors. Although everyone wants to know how they are doing, counsellors are not always comfortable asking and receiving for feedback .

EVALUATION

- The two types of evaluation are formative and summative. A formative evaluation is an ongoing status report of the counsellor's skill development. It explores the questions;
 - “Are we addressing the skills or competencies you want to focus on?”
 - “How do we assess your current knowledge, skills, areas for growth and development?”

EVALUATION

- Summative evaluation is a more formal rating of the counsellor's overall job performance, fitness for the job, and job rating. It answers the question, "How does the counsellor measure up?"
- Summative evaluations are done annually and focus on the counsellor's overall strengths, limitations, and areas for future improvement.

EVALUATION

- It should be acknowledged that supervision is inherently an unequal relationship. In most cases, the supervisor has positional power over the supervisee.
- Therefore, it is important to establish clarity of purpose and a positive context for evaluation. Procedures should be spelled out in advance and the evaluation process should be mutual, flexible and continuous.

EVALUATION

- The evaluation process inevitably brings up supervisee anxiety and defensiveness that need to be addressed openly.
- It is also important to note that each individual counsellor will react differently to feedback.
- The supervisee's confidence and efficacy are correlated with the quality and quantity of feedback the supervisor gives to the supervisee (Bernard & Goodyear, 2004).

THE EVALUATION TASK OF SUPERVISION;

- Ongoing feedback evaluation ought to be built into the supervisory contract. Evaluation is the responsibility of the supervisors and it inevitably affects supervisory relationships.
- In evaluation the power issues are very clear. Supervisors tend to give methods of formal evaluation.
- There are different stances on the use of taped material for evaluation purposes.

EVALUATION

- Evaluation is used where supervisors are unhappy with the client work of supervisees or where they consider a supervisee may not be suited for the role of counsellor.
- Evaluation may extend beyond the supervisor/supervisee to include the agency, the work contract may need to specify who will be evaluated, how and what for. This will reduce anxiety associated with evaluations.

REFLECTION

- Share is your experience of evaluation as a task of supervision.

CONSULTATION TASK OF SUPERVISION

- The consultation task is widely seen as the underlying key task of supervision. It is described in various ways by supervisors.
- There is different emphasis on different systems. In consultation the supervisors want to know what is happening to clients.
- This is achieved by cautiously exploring the parallel process. Counsellor's developmental stage need to be considered in consultation task.

THE ADMINISTRATIVE TASK OF SUPERVISION

- Supervisors are aware of the contextual issues in and around both counselling and supervision. These will come up in supervision. The agency in which supervisees see clients affects their work with clients.
- Special considerations come into play when supervisors are part of the agency in which supervisee sees clients.

ADMINISTRATIVE

- Kadushin (1976) identified the multiple administrative tasks for a counsellor supervisor:
- Staff recruitment and selection; orientation and placement of employees; work planning and assignments; monitoring, coordinating, reviewing, and evaluating work.
- Staff communication both up and down the chain of command; advocating for client and counsellors needs.

ADMINISTRATIVE

- Acting as a buffer between administrators and counsellors; and acting as a change agent and community liaison.
- As part of their administrative responsibilities, supervisors are often required to manage program transitions and modifications.

ADMINISTRATIVE

- The supervision session gives the supervisees the opportunity to explore the administrative issues and in some cases find ways of addressing them.
- There is need to be careful not to give advice or go out to do it for them. Supervisor can use tripartite meetings to discuss issues raised by supervisee.

ADMINISTRATIVE

- Counselling supervision enables organizations to measure the quality of services.
- It ensures that employees follow agency policies and procedures and comply with regulatory accreditation standards while promoting the mission, values, and goals of the organization.
- Supervision provides administrators with tools to evaluate job performance.

ADMINISTRATIVE

- Maintain communication between administrators and counsellors, facilitate conflict resolution, and hold personnel accountable for quality job performance.
- It is a risk management tool that increases an organization's ability to respond to risk, thereby reducing overall liability.

ADMINISTRATIVE

- It also addresses human resource issues, including staff satisfaction and retention of personnel.
- Finally, supervision provides marketing benefits by improving the overall reputation of the agency in the community and among other service providers.

MODES OF SUPERVISION DELIVERY



MODES OF SUPERVISION DELIVERY

- Individual: It is conducted on a one-on-one basis between the supervisor and supervisee.
- The supervisee is prepared to discuss counselling sessions that occurred.
- Discussion centres on the sessions as a context for supervisee learning and development.

MODE

- Dyadic: Dyadic supervision is generally conducted in the same way as individual supervision, but the supervisor works with two supervisees at the same time.
- Live: Live supervision occurs as the supervisee is acting as counsellor. Supervisors interact with the supervisee “in the moment” and therefore directly affect the counselling process.

MODE

- Group: In group supervision, a designated supervisor works with a group of counsellors.
- The unique aspect of group supervision is that members are not only influenced by the supervisor but they also are influenced by others in the group.

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- Interventions are incorporated to capitalize on and account for this interrelatedness.
 - Practicum and Internship experiences in training typically incorporate group supervision as their “classroom” experience.

SUMMARY

- We have discussed the following tasks of counselling supervision; relationship building, monitoring the professional and ethical aspects, counselling, teaching, evaluation, consultation and administrative task.
- We have identifies the mode of delivery of counselling supervision.

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NEXT LECTURE

Supervisory Relationship