

COUNSELLING SUPERVISION

LECTURE 7

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LECTURE 7: COUNSELLING SUPERVISION PRACTICE

Topic contents:

- Counselling supervision practice.
- Counselling supervision process.
- Planning for a supervision session.
- Counselling supervision skills.

INTENDED LEARNING OUTCOMES

- Discuss counselling supervision practice.
- Explore counselling supervision process.
- Planning for a supervision session.
- Identify counselling supervision skills.

COUNSELLING SUPERVISION PRACTICE

- Supervision in counselling happens when a professional counsellor uses the services of another counsellor or psychotherapist to review the way they work with their clients.
- It is a key requirement by many reputed professional counselling membership and regulatory bodies.
- Ensure all counsellors in practice are keeping their skills up to date and that they work in a safe and ethical way.

PRACTICE

- Supervision in counselling forms part of the counsellor's continuous professional and personal development.
- According to Hawkins and Shoet (1989), supervision is essential to ensure high standards of professional practice. Ongoing supervision helps practitioners to monitor and review the quality of their work as well as their client's progress.

PRACTICE

- The role of a counsellor supervisor includes; facilitating the integration of counsellor self-awareness, theoretical grounding and development of therapeutic knowledge and skills.
- To improve functional skills and professional practices.
- To assist the supervisee to identify and respond to issues related to the impact of theoretical practice on the supervisee.

PRACTICE

- Counsellors are at different stages of professional development; meaning that supervisory approaches are appropriate for counsellors at different stages of development.
- An understanding of the supervisee's developmental needs is an essential ingredient for any form of supervision.

COUNSELLING SUPERVISION PROCESS

- The process of supervision is a complicated one with multiple elements and people involved.
- Supervisors are faced with a threefold responsibility of protecting the welfare of the client, mentoring supervisees in their professional development, and protecting the interests of the profession and public at large (Storm & Todd, 1997).
- They take on multiple roles; as a supervisor, educator, mentor, evaluator and role model.

THE STAGES OF SUPERVISION PROCESS

- The supervisory process involves all of those components required to set up, maintain and terminate a supervisory relationship (Carroll, 1996).
- This involves decreasing the ambiguity of supervision while negotiating and clarifying the process, roles and outcomes expected of the relationship.
- These stages are designed to operate as a guide for the supervisor and to enhance the balance within supervision.

STAGES

- Pre-assessing and assessing.
- Contracting.
- Engagement.
- Evaluation.
- Termination.

STAGE I: PRE-ASSESSING AND ASSESSING

- The supervisor has the opportunity to make an initial assessment of the supervisee when establishing a contract, identifying learning goals, discussing expectations and introducing multicultural issues.
- Supervisees' responses to the multicultural and diversity statements gives an initial glimpse of their comfort level in discussing these issues.

STAGE I

- The presentation of the supervisee from the first point of contact to the closing moment, provides some glimpses of how the supervisee approaches new relationships and learning contexts.
- This stage involves discussion of learning goals which indicates the areas that are important to the supervisee.
- The initial assessment will continue across several sessions. It takes some time to assess all areas of counsellor growth and identify themes and patterns.

STAGE I

- With the first client or session tape, supervisor can begin to assess the supervisee's skill level.
- Discussion of that client will offer an initial idea of how the supervisee conceptualizes a client's case.
- All of these discussions will show the supervisee's developmental level and needs.

STAGE I

- This stage involves the relationship building between the supervisor and supervisee. They set goals and write a working contract.
- The supervisor and the supervisee meet in person for an in-depth interview prior to agreeing to establish a supervision relationship.
- The supervisor may want to know the supervisee prior counselling experiences.

STAGE I

- The supervisor needs to review his/her philosophy of supervision and how to maintain a supervisory relationship.
- In conclusion, stage one; involves assessing the supervisee, supervision context, roles and responsibilities, methods of evaluation, practicalities such as availability and the criteria for evaluation.

STAGE 2: CONTRACTING

- A contract outlines realistic accountability for both the supervisor and the supervisee.
- The contract should be in writing and should include;
 - The purpose, goals, and objectives of supervision,
 - The context in which supervision is provided,
 - Ethical and institutional policies that guide supervision and clinical practices,

CONTRACT

- The criteria and methods of evaluation and outcome measures,
 - The duties and responsibilities of the supervisor and supervisee,
 - Procedural considerations and the supervisee's scope of practice and competence.
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- The contract for supervision should state the rewards for fulfilment of the contract, the length of supervision sessions and sanctions for noncompliance by either the supervisee or supervisor.

STAGE 2

- The agreement should be compatible with the developmental needs of the supervisee and address the obstacles to progress for example lack of time, performance anxiety or resource limitations.
- To enable best practice ensure that clients get enough of the supervision time and that issues of personal maintenance and development do not interfere with supervision.

CONTRACT FORM

At a minimum, the supervisory contract should address the following:

- The number and frequency of meetings and when these will occur, as well as contact details if a session needs to be rescheduled.
- How one is expected to prepare for supervision sessions. What information, in what format should the supervisee provide for the session and when it is due.

CONTRACT FORM

- Determine if the selection of sessions for review depends on the supervisee and the parameters for choosing.
- What kinds of experiences the supervisee should complete, as appropriate to the setting (e.g. group therapy, conduct at least one seminar, participate family therapy).
- What professional behaviors are expected (e.g, case notes are to be completed within what timeframe after a session, which professional meetings the supervisee should attend).

CONTRACT FORM

- Supervisory interventions such as; use of audio or videotapes. Appropriate client consent form that states how the tapes will be used in supervision and how client confidentiality will be maintained.
- How the supervisee will be evaluated. Both formative and summative evaluations. What type of ongoing feedback will be provided.
- What the supervisee should do in case of an emergency. Agencies have written policies, which should be shared with the supervisee.
- The fee per session, if applicable and when this is to be paid.

STAGE 3 ENGAGEMENT

- This stage includes the use of time, methods of supervision, learning needs of supervisee, level of development, parallel process, external influences and focus of supervision.
- It comprises the supervisee management of their presentation and the amount of time available for reflective space which are dependent on the number of learning objectives per session.

STAGE 3

- Engagement encourages supervisees to be accountable for the reason they are prioritizing their issue by openly acknowledging their felt responses.
- The supervisor utilizes this segment to decide how to help the supervisee respond in the most useful way in service of the supervision work.
- According to Moon (2004), the supervisor facilitates the supervisee's movement into the central level of developmental task.

STAGE 3

- The supervisor is both a teacher and plays the role of counsellor. The focus is to move from the person doing the work to the work itself.
- The supervisee explores the feelings that arise during the therapy sessions. The supervisee is aware of their deficient in skills, technique and theory.

STAGE 4: EVALUATION STAGE

- This involves evaluating the supervisee, supervisor, supervision relationship, and attainment of learning goals, organizational context and effectiveness of supervision.
- It involves scheduled regular supervisory meetings to assure understanding of feedback provided.

STAGE 3

- Development of supervisee self-awareness may be enhanced through review of client sessions and through ongoing planning for future sessions incorporating information from prior sessions.
- Any concerns of the supervisee are discussed with the supervisor who will in turn provide support in problem solving strategies in managing issues.
- The supervisor moves away from damage control. The supervisee is progressing and feeling more confident.

TERMINATION STAGE

- The supervisor moves further away from the supervisee and takes on more of a consulting role. The supervisee becomes responsible for their own development.
- It comprises of the overview and review of work, review of learning goals, future directions and professional developments focus (Carroll, McMahon & Patton, 2002).

PLANNING FOR A SESSION

- The supervisor should receive an audiotape or videotape of a counselling session and the supervisee's self-evaluation of the session several days before the supervision session is scheduled.
- Identify what the supervisee hoped to accomplish in the session with this client, self assessment of the session and needs for supervision.

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- Identify statements or portions of the tape that are particularly relevant to the counsellor's stated needs and overall learning goals, write down observations or questions about the counsellor more so than the client (Borders, 1992).

IMPLEMENTING SUPERVISION INTERVENTIONS

- The preferences for direct observation of a supervisee's work and interventions based in educational principles are not unique.
- The supervisor should be clear about the purpose, so that an informed choice of an intervention that fits the goals for a particular session is possible.
- Each intervention can be used as an assessment of the supervisee, an intervention meant to facilitate change and an evaluation of progress (Borders et al., 1991).

SUPERVISION INTERVENTIONS

- Self report.
- Process notes.
- Audio and video tapes.
- Micro skills training.
- Live observation.

SELF REPORT

- Supervisee makes a verbal report of what happened in one or more sessions with a client.
- One reports what he or she consciously heard and observed, through whatever biases and unconscious filters govern the supervisee's conscious awareness.
- Critical information about the client or the counselling relationship may be left out, consciously or unconsciously.

PROCESS NOTES

- Process notes are the supervisee's reflections on the processes of the client, the counsellor, their interactions and relationship.
- To be effective, at least in early use of this approach, supervisors need to provide a structure or format that encourages introspection and reflection.

AUDIOTAPES AND VIDEOTAPES

- Use of audio and videotapes are common and valued modes of supervision, with increasing ease of use due to technological developments.
- Tapes provide access to the actual counselling session content.
- Review should be grounded in a supervisee's learning goals and the supervisor's session goals.
- Supervisee provides a self-review and tape critique of the session.

MICROSKILLS TRAINING

- Focus on skill development, skills are isolated and taught one at a time. The supervisee practices the skill and receives feedback.
- Interpersonal process recall; increase self-awareness, particularly counsellors' in-session thoughts and feelings.
- Supervisor allows supervisee to become aware of their thoughts and feelings and express in the here-and-now without experiencing the anticipated negative consequences.

MODELING

- Supervisors may model a variety of specific skills, opening or closing a session, or follow-up processing of an experiential exercise.
- Supervisor models professional and ethical behavior (i.e., how one handle confidentiality, openness to feedback). Even more important, is the way supervisor interact with the supervisee, respect for and appreciation of the supervisee as a person.

LIVE OBSERVATION

- Some practice settings, have facilities that allow live observation and live supervision, including one-way mirrors and phone systems.
- Live observation is the preferred method if the supervisor's goals are limited to gaining a more immediate and full view of the counsellor, client, their interactions, session dynamics and feel of the session than is possible with audio and videotapes.

COUNSELLING SUPERVISION SKILLS AND TECHNIQUES

- The techniques employed in counselling supervision are suggested by the model that inform the supervision practice.
- Counsellor supervisors need to be well versed in each of these models and the techniques they suggest.

COGNITIVE COUNSELING SKILLS

- Supervisees' cognitions is the main focus of supervisory work" (Borders, 2001).
- Developmental models of supervision are based in theories of cognitive development, including those of Piaget (Piaget & Inhelder, 1969).
- Supervisor's task is to encourage supervisee movement toward a very high level of functioning.

SKILLS

- Skill in preparing for a session is as important as implementing a plan during a session.
- Counselling supervision work involves use of skills and techniques most of which are employed in counselling.
- By using the skills, the art of conducting supervision becomes clearer.

GENUINENESS

- Genuineness means that the supervisor is aware of what he is feeling, seeing and experiencing.
- The supervisor acknowledges it and does not need to pretend or cover it up.

EMPATHY

- Empathy indicates that the supervisor understands what the supervisee is putting across from the supervisee's point of view.
- Supervisors are trained to deal with the feelings the supervisee's is experiencing during the session.

SUMMARIES

- Summaries are brief statements of longer excerpts from the supervision session.
- A check-out, phrased at the end of the summary, is an important component of the statement, enabling a check of the accuracy of the supervisors response.

OBSERVING

- By accurately observing non-verbal behavior, a supervisor can gauge the effect her/his words and actions have upon the client.
- A supervisor can also gauge the effectiveness of their words by carefully observing the facial expression and eye contact of a supervisee.

SUMMARY

- In this lecture, we have discuss counselling supervision practice and explored counselling supervision process.
- We have identified the various interventions used in counselling supervision.
- We have also identified counselling supervision skills.

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NEXT LECTURE

Methods of counselling supervision.