

# COUNSELLING SUPERVISION

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**LECTURE 12**

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# LECTURE 12: COUNSELLING SUPERVISION AND TECHNOLOGY

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## **Topic contents:**

- What does use of technology mean?
- Types of technologies used in counselling supervision.
- Process of online counselling supervision.
- Maintaining supervisory relationship.
- Benefits and challenges of online counselling supervision.

# INTENDED LEARNING OUTCOMES

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By the end of the lecture, you will be able to;

- Discuss the concept of technology in the context of counselling supervision.
- Discuss the process of online supervision and how supervisory relationship is upheld.
- Identify the benefits and challenges of online counselling supervision.

# USE OF TECHNOLOGY

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It refers to the use of any of the following technologies;

- Phone (landline, cell or smartphone), email, text messaging, real time chat, asynchronous text-based, webcam/video, virtual reality/avatars, online evaluation and assessment, applications, wearable technologies, therapist assisted online mental health treatment programs, social media, scheduling and record keeping software.

# USE OF TECHNOLOGY

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- With advances in technology, clinical supervision too can be undertaken using mediums such as videoconference, email and teleconference.
- This mode of clinical supervision is termed as telesupervision.
- It is valued where practitioners in rural and remote areas access supervisors within their work environment (Martin, Kumar, & Lizarondo (2017)).

# TYPES OF TECHNOLOGIES USED IN COUNSELLING SUPERVISION

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- Live supervision technology.
- Video technology.
- Technology-Assisted supervision and training (TASK).
- Web-enhanced supervision.
- Cyber supervision.

# LIVE SUPERVISION TECHNOLOGY

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- In the past supervision involved observing the supervisee's counselling session through a two-way mirror (using headphones to hear what was being said in the session).
- Then knocking on the door to call the counsellor outside when the supervisor wanted to make a suggestion for immediate implementation.

# BUG-IN-THE-EAR” TECHNIQUES

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- The techniques involved more efficient microphones and transmitters for both the supervisee and supervisor.
- The supervisor was able to observe the counselling session from another room and also speak directly to the supervisee through a tiny receiver hidden in the supervisee’s ear.

# BUG-IN-THE-EYE” APPROACH

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- There is a computer monitor in the counselling room, and the supervisor uses another computer behind the mirror to type verbal cues that the counsellor can read, but the client cannot see.
- This is less intrusive than the bug-in-the-ear because the typed message could be articulated with more economy, and the counsellor is less likely to lose his/her train of thought as a result of reading a brief message from the computer screen.

# VIDEO TECHNOLOGY IN SUPERVISION

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- Recording counselling sessions is a requirement in many counsellor-training programs.
- Audiotapes remain the most common type of recording for supervision, videotaping in laboratory settings is a regular part of training both in skills classes and other clinically oriented courses.

# VIDEO

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- The use of digital recorders and cameras has provided supervisors with additional visual information to aid in supervision, as with interpersonal process recall.
- Counselling laboratories today can easily accommodate the newest digital and wireless technologies.

# TECHNOLOGY-ASSISTED SUPERVISION AND TRAINING (TASK)

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- There has been a rapid growth in technology-assisted supervision and training (McAdams & Wyatt, 2010).
- Some of the new technologies being used to deliver and enhance supervision include video- conferencing, webcams, the iPad, virtual reality, the internet cloud, and software for tracking treatment outcomes and coding session videos.

# TASK

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- Technology is currently being used to enhance supervision in most or all major domains of mental health (e.g., marriage and family therapy, school counselling, rehabilitation counselling, addictions), by therapists in every stage of development (from beginning trainees to seasoned experts), in all major formats of supervision (individual, triadic, group, and live one-way-mirror- supervision), and in all major treatment models.

# ADVANTAGES OF TASK

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- Increase the accessibility of psychotherapy training and supervision, especially for counsellors in rural or remote areas.
- Reduce the cost for travel and improve the flexibility of scheduling.
- Improve the accessibility of training and supervision.

# ADVANTAGES

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- Increase the ease of recording and documenting supervision and training.
- Improve clinical services through continuous outcome assessment in supervision (Rousmaniere, 2014).

# WEB-ENHANCED (ONLINE) SUPERVISION

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- This includes email, chat rooms, or instant messaging in counselling supervision.
- When using email the supervisees should be warned to protect client confidentiality in these media.
- Also send the forms or case notes in digital format as attachments to an email message.

# E-MAIL IN SUPERVISION

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- Luke and Gordon (2016) summarize recommendations for effective use of email in supervision, emphasizing the benefits of repetition, reinforcement, labeling, reframing, collective pronouns, discourse markers and constructed dialogue for more effective supervision email communication.

# EMAIL AS A TOOL OF SUPERVISION

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- Clingerman and Bernard (2004) conducted a qualitative analysis of email used as a supervision tool supplemental to in-person supervision.
- They found that the primary focus of those emails was less on skills and more on supervisees' personal issues and professional behavior.

# INSTANT MESSAGING

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- A more real-time approach to online supervision, could be used when the supervisee needs the supervisor's response immediately.
- Instant messaging programs give users the option to make voice and camera connection, which would enable one to hear and possibly even see each other as they have the discussion.

# CYBERSUPERVISION

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- A videoconference permits two or more individuals to communicate simultaneously by audio and video via the internet.
- Dedicated videoconference systems have been used for clinical purposes for over two decades (e.g., Stamm, 1998).
- However, the high cost of dedicated videoconferencing systems make them largely impracticable for use by individual clinicians.

# CYBERSUPERVISION

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- Over the past decade, however, the rapid rise in internet connectivity speeds and decrease in computer cost has greatly increased the accessibility of videoconference technology.
- However, urban clinicians are increasingly using it when seeking supervision or training in particular specializations from geographically distant experts (e.g., Abbass et al., 2011; Rousmaniere & Frederickson, 2013).

# BASIC TECHNOLOGICAL COMPETENCES

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- Encryption – know how to access encrypted services to store records and deliver communication.
- Backup systems – know how to securely store records and data on own system or via a secure, encrypted system.
- Password protection.
- Firewalls.

# COMPETENCES

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- Hardware – understand the basic running platform.
- Software – know how to download and operate software and can assist clients with the same.
- Third-party services – know where the data is stored, how it is used and who has access.
- It can be easy to assume we can simply transfer our work online
- Each modality of working online has unique features that can impact the therapeutic relationship as well as differing privacy and security considerations.

# ONLINE COUNSELLING

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- Internet-based therapy, utilizes the power and convenience of the internet to allow simultaneous (synchronous) and time delayed (asynchronous) communication between a client and a counsellor.
- Online counselling is the use of electronic media and information technology to provide services for participants in different locations.
- It take place when a counsellor talks with a client over the internet with the objective of providing emotional support (Evans, 2009).

# PROCESS OF ONLINE COUNSELLING SUPERVISION

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- Contracting; supervisors have ethical duty of care to ascertain that the supervisee is conversant with the chosen mode of technology.
- Prepare the supervisee where necessary for the technology as well as any logistical concerns like privacy and secure data storage.

# PROCESS

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- Online modes; ascertain and agree the formats on which the supervision will take place. Possibility of interaction using several different modalities such as chat, email, videoconferencing for different purposes.
- Communication modalities; agree on the frequency and mode of communication, and whose responsibility it is to initiate contact (usually the supervisee). Communication must be concrete and trust-based.

# MAINTAINING SUPERVISORY RELATIONSHIP

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Considerations to maintain effective supervisory relationship.

- Being knowledgeable of the requisite skills to provide effective online supervision.
- Having a clear understanding of the technology being used.
- Understand how to integrate effective supervision skills with technology utilization.

# SUPERVISORY RELATIONSHIP

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- Attending to and mirroring the supervisees writing style.
- Engaging professionally within the space created for supervision.
- Being competent in the use of technology.
- Intentionally attending to the supervisory relationship, dealing with problems as they arise and focusing on the relationship.

# MAKE A PLAN WITH YOUR SUPERVISEE

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- Sign and adhere to a clinical supervision contract.
- Discuss the challenges of using technology and how it may impact communication.
- For example, silences when using telephone or video. What do you both consider to be an acceptable length of time to be in silence before initiating conversation?

# PLAN

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- Minimize distractions and avoid unrelated multi-tasking during supervision time.
- Discuss “when is it important to use face-to-face or phone to discuss sensitive information”.
- Social media policy.

# PLAN

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- Responsibility for maintaining privacy and security rests with both the supervisor and the supervisee.
- May need to factor in additional time for supervision.

# INFORMED CONSENT

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- How information will be kept confidential.
- How to communicate in case of a technical failure.
- Limitations of technology/modality.
- Potential risks of technology/modality.
- Potential benefits of technology/modality.
- Emergency plan for client crisis.

# SUPERVISOR'S KNOWLEDGE AND SKILLS

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- Capacity to use the technology with basic skills and an ability to trouble shoot.
- Supervisor needs to keep current on the types of technology and potential uses.
- Need to demonstrate and promote good practice by the supervisee to protect client privacy and confidentiality.

# SUPERVISOR'S KNOWLEDGE AND SKILLS

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- Supervisor must know how to minimize risk associated with transferring and storing sensitive data.
- Need to screen supervisee's appropriateness to receive supervision via distance methods and ensure supervisee's screen clients.
- Provide readings and guidelines on professionalism, privacy/security and ethics regarding technology.

# SUPERVISOR'S SKILLS

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- Must be able to demonstrate an ability to translate best practices in clinical supervision to the technology-based format.
- Must be able to articulate the reasons for the choice of technology platform.
- Prepare and practice using the technology and get comfortable with the technology's privacy settings.

# SUPERVISOR'S SKILLS

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- Understanding of the potential disinhibition effects on supervisees and yourself.
- Stay up to date on legislation and the professional ethics of the supervisee's association.
- Develop an understanding of the implications of technology for you as a supervisor.
- Become informed about vicarious liability.

# BENEFITS OF ONLINE COUNSELLING SUPERVISION

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- Convenience in scheduling supervision sessions.
- Effective use of time no commuting.
- Accessibility of supervisors, increases the scope of supervision, greater variety of supervisors.
- Greater access to records in online supervision, no problem with forgetting records behind or carrying sensitive documents to supervision.

# BENEFITS

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- Freedom for both supervisor and supervisee(s) - It affords greater freedom including more professional opportunities and a better balance between professional and private life.
- Informed consent; the informed consent process can be enhanced by online communication for example, web page can be revisited.

# CHALLENGES TO ONLINE SUPERVISION

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- Technology challenges; unreliability of technology.
- Supervisors can be technology 'immigrants' due to their seniority and lack of familiarity with modern technology.
- Process impacted by to lack of non-verbal or limitations of non-proximity.
- Miscommunication and misunderstanding.

# SUMMARY

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In this lecture we have;

- Explored the concept of technology in the context of counselling supervision.
- Discuss the process of online supervision and how supervisory relationship is upheld.
- Identify the benefits and challenges of online counselling supervision.

# REFERENCE

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# TOPICS COVERED

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- Introduction to counselling supervision.
- Functions of counselling supervision.
- Theories of counselling practice.
- Models of counselling supervision.
- Tasks of counselling supervision.
- Supervisory relationship.

# TOPICS COVERED

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- Counselling supervision practice.
- Methods of counselling supervision.
- Client case presentation.
- Ethical issues in counselling supervision.
- Research issues in counselling supervision.
- Counselling supervision and technology.

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**THANK YOU**

**THE END**

