

# Counseling Practicum I

## Lecture 10

Clinical Supervision

Lecturer: Susan Gitau (PhD)

# Introduction

Practicum is a period and a mode of assessing the far the student counselor has grown into the counseling practice. This part of the journey is very crucial for the intern and walking with a supervisor becomes a priority intentional decision for the intern. This lecture will cover the models of supervision, the benefits of seeking supervision and how an intern can track their professional development stages in counseling practice and experiences.

# Expected Learning Outcomes

At the end of this lecture, you will be able to:

- i. Explain the term supervision in the context of counseling
- ii. Discuss the main models of clinical supervision
- iii. Evaluate the benefits of attending supervision during practicum

# Definition of Supervision

Supervision is a tutorial process wherein principles are transformed into practical skills with four overlapping foci: administrative, evaluative, clinical, and supportive (Powell & Brodsky, 2004).

Effective supervisors observe, mentor, coach, evaluate, inspire and create an atmosphere that promotes supervisee's self-esteem, confidence, skills, knowledge, values and professional development. They build teams, cohesion, resolve conflicts, promote evidence-based practice and shape agency culture, while taking care of the profession and themselves

# Why Supervision?

A further pattern of deliberate practice of therapy competencies comprises self-practice in which practitioners develop competence in therapy concepts and interventions through spending time applying these tools to issues in their own life (Bennet - Levy, 2019). Students' experiences of learning and using deliberate practice in relation to the acquisition of counselling skills were investigated using a mixed-method design. It took time for students to internalize principles of deliberate practice.

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They reported a wide range of deliberate practice learning activities, both within and beyond the classroom, and regarded these tasks as having made a significant positive contribution to their learning (McLeod, 2021). Students experience personal growth as they address skills and knowledge gaps, personal awareness gaps and enhance skills competence. Consequently they experience enhanced self-confidence.

# Functions of a Supervisor

The functions of supervisor entail teaching or training, mentoring, and acting as a role model, coaching, giving consultancy and guiding the intern in the most effective direction in their counseling career path. The models of supervision discussed herein will shed some light on how different supervisors provide supervision services to counseling students in practicum and/or internship ( (McLeod, 2021).

# Models of Supervision

There are many interventions or methods of structuring and delivering individual supervision to students in training. In its most traditional form, individual supervision takes place between one supervisor and one supervisee.

If you can get a supervisor with expertise that speaks to your practice , then that is the best supervisor to walk with you.

# Choice of Supervision Model

As the counselor-in-training progresses to internship, individual supervision serves the unique training function of facilitating the integration of the various components of counseling training.

The supervisor often structures the supervision in ways consistent with the developmental needs of the practicum student.

# Competency Based Models

These models cover the supervisee's needs, goals, and requirements during practicum. The student is required to have made a well thought out needs inventory to help the supervisor give the best of their support. Some of the needs include mastery of theoretical techniques, application of the same in therapy and skills practice and developing qualities of competent effective therapist (Bennet - Levy, 2019).

# Treatment Models

This approach to counselor supervision focuses on how competent the intern is in application of theoretical knowledge in client work. The student is supervised on how well they can apply the psychodynamic, behavioral, humanistic, systemic, and modern theoretical approaches in clinical counseling practice (Corey, 2009).

# Developmental Models

These models will into the stage where the student is and support according to the needs and requirements at that level. Different approaches can be applied but more specific, the supervisor uses the stages in training of a counselor to determine where the student is and combines this with the student's personal initiative in practice and attitude to clinical supervision (Jungers & Scott, 2019)

# Integrated Models

This approach uses all the models regarding what the student counselor needs. This is quite common at the preliminary stages when the student has not yet developed a clear pathway on how they wish to practice, what works and does not work for them among other factors.

# Differences Between Clinical and Administrative Supervision

## **Clinical Supervision**

- \* Purpose - Improved client care, performance
- \* Outcome - Enhanced proficiency
- \* Agenda – based on agency mission and counselor needs
- \* Basic process – teaching /learning specific skills, evaluating job performance, negotiating learning goals and objectives

## **Administrative**

- \* Compliance (agency and regulatory body's policies and procedures)
- \* Consistent use of agreed and approved formats, policies, and procedures
- \* Based on agency needs
- \* Clarifying agency expectations, policies, and procedures, ensuring compliance

# Benefits of Clinical Supervision

Some of the benefits of students in practicum attending supervision include the student adhering to professional requirement (attend one hour clinical supervision after 20-40 hours clinical services with a client), for personal development, legal purpose, self-care practice, promoting research, mentorship, training requirement accreditation and for administrative functions (McLeod, 2021).

# Ethics in Clinical Supervision

The intern is helped to apply counseling ethics during practicum and/or internship

The student can apply the following ethical principals and standards alongside the internship site ethical codes (is any) and the practice specific for the type of clientele the student is working with (McLeod, 2013). They include but not limited to:

- Counseling basic principles
- Autonomy – freedom of choice
- Informed Consent – permission to engage
- Truth-Telling – full disclosure
- Confidentiality – safety and privacy

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- Justice – fairness to all
- Beneficence – utmost good of the client not for personal interest
- Non maleficence – Do No HARM
- Ethical principles in counseling practice and context
- Ethical questions an intern has and what to do

# Key Ethical Questions

Some of the key questions most interns ask during practicum include:

- What are the main issues in the case?
- What ethical issues are of concern in the case?
- Are there particular breaches of ethical principles? What are they?
- What can the supervisor do, if anything, to resolve the ethical problem(s) presented in the case?

# Cont...

- What can the trainee do, if anything, to resolve the ethical problem(s) presented in the case?
- Is there other information that might have been helpful in the resolution of this case?
- What could have been done to prevent the ethical problem from occurring in the first place?
- What is the future work plan for my case?

# Upholding Supervisor Ethics

Learning to be ethical is deliberate and requires utmost commitment to the process. The following practice points would help and intern in upholding supervisor ethics (Corey, 2009).

1. Uphold the highest professional standards of the field
2. Seek profession support outside work setting
3. Role modeling (be the agency representative align practice to mission, vision, philosophy, wellness, recovery, and consumer benefits in that organization)

4. Reinforce zero tolerance for interactions that are not professional, courteous, and compassionate
5. Treat supervisees, colleagues, peers and clients with dignity, respect, and honesty
6. Adhere to the standards and regulations of confidentiality as dictated by the field
7. Practice self-care

# Developing an Individual Development Plan

If a student is serious about professional development in counseling, they must have a road map to getting there ( Kabir , 2017)

As intern seek to develop your own development plan guided as follows:

- Have a detailed plan of goals to achieve within a certain period
- Have the plan signed by the supervisee and the supervisor
- Ensure the goals include skills to be developed and resources required

# Cont...

- Set timelines for change
- Identify and state methods to be applied
- Be clear of your expectations
- Have an evaluation checklist and /or procedures
- Determine activities that will enhance your counseling knowledge, values and skills

# Must Keep Documents in Clinical Practice for Interns

- Appointment book
- Intake forms
- Initial screening sheets
- Consent forms
- Therapist allocation sheet
- Termination forms
- Case notebook

# Cont...

- Accreditation Log in Forms/Certificates
- Screening tools
- DSM-5 copy/ICD 11
- Log in summary sheets
- Supervision forms
- Workplace Mental Health related documents (MH policy documents, Counselors & Psychologists Act, Mental Health Act & Action Plan)

# Cont...

Align all documents and practice to professional ethics and legal requirements in your country (includes the relevant legal instruments relevant to mental health and counseling practice.

# Conclusion

A student who receives support during practicum using the supervision approach whether through the site or program supervisor is likely to grow faster in their professional journey, enhance counseling practice skills, be more competent and help others too (peer supervision leadership). Having and intentional practice using a personal development plan makes the journey well organized and objective. Consequently, the intern becomes not only competent but ethical and professional in their practice.

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