



UWA Counseling Programs

Site Supervisor Orientation and Training

What is Supervision

- Supervision is an intervention provided by a more senior member of a profession to a more junior colleague or colleagues who typically (but not always) are members of that same profession.
 - Supervision is driven by the needs of the supervisee and his or her clients
 - Any therapeutic work conducted with a supervisee must be only to increase effectiveness in working with clients
 - Supervision is evaluative
 - Supervision is a hierarchical
 - Supervision occurs across time

(Bernard and Goodyear, 2014)

Purpose of Supervision

- Provides professional development to the supervisee
- Helps to ensure client welfare through the supervisor's gatekeeping responsibility and efforts.

(Bernard and Goodyear, 2014)



Three Major Categories of Clinical Supervision

- Models Grounded in Psychotherapy
 - Psychodynamic
 - Humanistic-relationship
 - Cognitive-behavioral
 - Systemic
 - Constructivist
- Developmental Models
 - Loganbill, Hardy, & Delworth
 - Integrated Developmental Model (IDM)
 - Systemic Cognitive-Developmental Supervision Model (SCDS)
 - Reflective Developmental Model
 - Life-span Developmental Model
- Process Models
 - Discrimination Model
 - Events-based
 - Hawkins & Shohet
 - Systems Approach to Supervision Model (SAS)

(Bernard and Goodyear, 2014)



Models Grounded in Psychotherapy Theory

- Supervisors were therapist first.
- Therapist work from an implicit theory of human nature that influences how they construe reality which Friedlander and Ward (as cited by Bernard & Goodyear, 2014) refer to as the assumptive world of the therapist.
- Logically one can assume this assumptive world is constant across situations which would include one's professional work; thus as a therapist and supervisor.
- Friedlander and Ward (as cited by Bernard & Goodyear, 2014) propose that the assumptive world of the therapist impacts their choice of theoretical orientation.
- The theoretical orientation the therapist chooses provides a lens and foundation for all clinical/therapeutic interactions.
- The lens and foundation that outline clinical/therapeutic interaction can also outline the clinical interaction a supervisor has with their supervisee.
 - Example: “Central to humanistic-relationship approaches is increasing experiential awareness and using the therapeutic relationship to promote change. Supervision, therefore, focuses on helping the supervisee to expand not only their knowledge of theory and techniques, but also their capacity for self-exploration and their skill in the use of self as a change agent. (Bernard & Goodyear, 2014, p. 26)”.

Developmental Approaches to Supervision

- Not all developmental models of supervision are the same
- Some draw heavily on psychosocial development theory while others may be more Eriksonian by focusing on discrete, predominantly linear stages of development.
- Ultimately, developmental approaches to supervision are organized around the need of the supervisee based on some type of assessment of the supervisees' professional development.

(Bernard and Goodyear, 2014)



Process Models of Supervision

- Basically, these models were developed based on an interest in supervision being perceived as an educational and relationship process (Bernard and Goodyear, 2014).

Types of Supervision

- Individual Supervision
 - Considered the cornerstone of professional development
 - Most every supervisee has experienced individual supervision during their course of training
- Group Supervision
 - Supervision that is provided with two or more supervisees at the same time
 - Commonly occurs in university training programs (CACREPrequires programs to provide on average 1.5 hours of supervision per week by a university supervisor which occurs in a group setting of no more than 12 students per group).
 - May also occur during site supervision OR during post-masters supervision when supervisee is working towards state license if the supervisor has more than one supervisee
- Live Supervision
 - Combines direct observation of a therapy session with some method of the supervisor communicating with the supervisee during the session to influence the work of supervisee during the session.

(Bernard and Goodyear, 2014)



Supervisory Relationship

- Supervision consist of two different types of systems
 - Three person system
 - Two person system
- **Three person system**
 - Client ↔ Supervisee → Supervisor
- The client and supervisee have a relationship and the supervisee and supervisor have a relationship but the client and supervisor may never or rarely interact.
- Although the supervisor may never interact with the client, the supervisor still has a vicarious relationship with the client through the supervisee and is responsible for protecting the client while under the care of the supervisee

(Bernard and Goodyear, 2014)

- Vicarious liability refers to the allocation of responsibility among supervisors and supervisees. Supervisors have the authority to direct the actions of the supervisee; therefore, supervisors are responsible for the actions of their supervisees (James and Gilliland, 2017).
- **Two person system**
- Supervisee → Supervisor
- A strong working alliance between the supervisee and the supervisor could be the most important factor in the change process/learning process of supervision (Bernard and Goodyear, 2014).

- A supervisor who is involved and has a collaborative supervisory style tends to have a positive impact on the working alliance (Bernard and Goodyear, 2014).
- Supervisors who create a perception that they are knowledgeable in the field and are similar to the supervisee have a greater positive impact on the working alliance (Bernard and Goodyear, 2014).
- Supervisors who use self disclosure with supervisees (i.e., personal issues, counseling experiences, and counseling struggles) have a greater positive impact on the working alliance (Bernard and Goodyear, 2014).
- Supervisors who demonstrate high ethical standards and create a comfortable, positive experience for their supervisees have a greater positive impact on the working alliance (Bernard and Goodyear, 2014)



Site Supervisor Handbook

<https://www.uwa.edu/academics/collegeofeducation/departmentsupport/counselingprograms/sitesupervisors>



Site Supervisor Requirements

- A minimum of a master's degree, preferably in counseling, or a related profession
- Relevant certification and/or licenses (properly certified by their respective state accrediting agency)
- A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled
- Knowledge of the program's expectations, requirements, and evaluation procedures for students
- Relevant training in counseling supervision
 - If a site supervisor meets all requirements but lacks training in counseling supervision, the site supervisor may complete one of the following trainings OR complete a training module offered by UWA:
 - Clinical Supervision and Profession Development 4 CEHours \$12 <https://www.quantumunitsed.com/online-ceus/supervision-ces/clinical-supervision-professional-development-2018.php>
 - Clinical Supervision 2 CEHours \$6 <https://www.quantumunitsed.com/online-ceus/supervision-ces/clinical-supervision-ceus.php>

What does a Site Supervisor Do?

- Critique recordings or conduct Live supervision if site does not allow audio or video recordings.
- Provides an average of one hour per week of individual supervision
- Rates student performance on Mid-Term and Final Evaluation Form
- Provide place and resources for work
- Helps to secure clients/students
- Trains student to conduct day to day activities at the site (i.e.; documentation requirements, policies and procedures)
- Work closely with the UWA University Supervisor to collaborate on the student's goals and objectives.

University Supervisor

- Critique recordings or Site Supervisor's Live Supervision evaluation
- Provides weekly supervision
- Provides a grade of experience with Site Supervisor input
- Maintain contact with Site Supervisor to collaborate on the growth and progress of the student.
- Be available to handle issues with which the Site Supervisor needs assistance.

What Are Direct Contact Hours?

Students are required to get 40 direct hours during the 100 hour practicum and 240 direct hours during the internship.

Direct contact hours include any activity in which the intern or practicum student is meeting face-to-face with clients.

- individual counseling
- group counseling
- classroom guidance lessons
- family counseling
- meeting with parents/guardian to provide psychoeducation specific to client's/student's therapeutic goals
- sitting in on the site supervisor's individual or group sessions is considered direct contact hours.

Indirect Contact Hours

Indirect contact hours include any activity related to counseling functions that does not include face-to-face meeting with students.

- supervision hours
- record keeping
- filing of records
- planning sessions
- consultation
- attending in-services
- attending conferences
- working with parents, or other professionals. (I don't think this is indirect if the work is related directly to the care of the client's therapeutic goals- if I am meeting with a parent to teach parenting skills that is direct. If I am meeting with a teacher to teach classroom management skills to help my client, that is direct) Coordinating services like case management work would be indirect- getting progress updates from occupational therapist or simply getting information from a teacher, getting information from probation officer, finding an afterschool program.

Student Liability Insurance

All students must be members of the American School Counseling Association or American Counseling Association. This provides them with liability insurance.

Tevera

- The University uses Tevera as the Clinical Experiences tracking system. Site supervisors will complete all forms, evaluations, and tasks using this system. Hours will be housed here as well so that supervisors can view up-to-date hours on an ongoing basis.
- The student will be responsible for entering the basic information of the site supervisor (name, email, site name). Upon this basic information being provided, Tevera will generate specific email requests to the site supervisor outlining next steps for moving forward. More information regarding Tevera can be found at <https://tevera.com/field-instructor-journey/>.

Questions/Contacts

- The student's UWA Supervisor will be in contact with you on a regular basis, and feel free to contact them anytime. She will reach out at the beginning of the experience to introduce herself and provide contact information.
- Dr. Necoal Driver is the Clinical Experiences Coordinator and can be reached at ndriver@uwa.edu.