



Texas A&M University-Kingsville Site Supervisor Training and Orientation

Practicum and Internship Experience
for
Counselor Education



Thank you for your commitment to our
students

The Texas A&M University - Kingsville

Mission Statement

The mission of the Department of Educational Leadership & Counseling in the Practicum experience is to educate students from diverse geographic, religious/spiritual, academic, ethnic, and cultural backgrounds who behave ethically, are aware of their professional responsibilities, and cognizant of their own personal strengths and resiliency so that they apply their training and self-knowledge with a culturally diverse clientele.



Reflections on supervisory experiences



Answer the following questions for yourself
about your own supervision experiences



Your Supervision Experiences

What kind of supervision did you get:

As an intern ?

As a beginning counselor ?

What was most helpful or least helpful?

What do you do that is the same as your supervisor?

What do you do that is different?

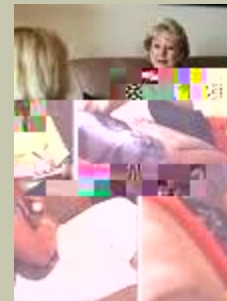


Definitions of supervision at your work place

What is your understanding of the supervisory relationship?

Is supervision expected to be clinical, administrative or both ?

How well prepared do you feel to fulfill this role (roles) ?



Why we need training



Supervision skills similar but not identical to counseling skills

Supervising without training gives message that “any good counselor will be good supervisor”

Supervisory training provides supervisor with framework to conduct and evaluate effectiveness of the supervision

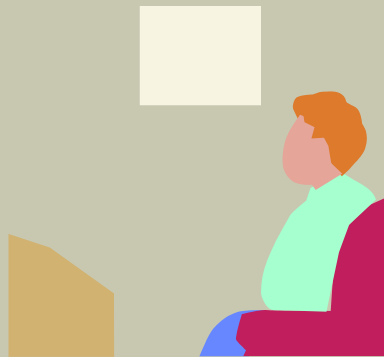


Training Objectives

- What is Supervision?
- Types/Models of Supervision
- Bernard and Goodyear's
Discrimination Model
- Integrative Developmental Model of
Supervision



What is Supervision?









Roles and Functions of the Supervisor

Supervisor as teacher

Evaluate observed counseling session interactions

Identify effective and ineffective interventions

Teach demonstrate or model intervention techniques

Explain rationale behind specific strategies

Interpret significant events in counseling sessions



Roles and Functions

Supervisor as teacher (con't)

Identify issues of class, culture and ethnicity in counseling session

Educate and provide resources for supervisee to learn about effects of class, culture, etc in counseling relationships

Model awareness and sensitivity to these issues in supervision



Roles and Functions



Supervisor as Counselor

Explore supervisee's feelings during counseling or supervision session



Roles and Functions

Supervisor as Counselor (con't)

Help supervisee identify his/her values base, cultural background and social awareness

Explore the possible effect of these on supervisee's counseling style and effectiveness



Roles and Functions

Supervisor as Consultant

Provide alternative interventions and/or conceptualizations for trainee use

Encourage brainstorming of strategies and interventions

Encourage discussion of client problems, motivations, etc

Solicit feedback from supervisee as to effectiveness of session

Ask supervisee to structure the session

(Bernard and Goodyear, 2004)



Roles and Functions



Supervisor as evaluator

Provide regular and systematic feedback and evaluation

Provide information to graduate school programs, prospective employers, licensing boards and professional associations



Models of Supervision



Three main types of supervision models:





A developmental model

Integrated Developmental Model (IDM)



Developmental Models



Integrated Developmental Model (IDM)

Counselor development occurs across four stages with three overriding structures

Self-Other Awareness

Motivation

Autonomy

Level 1: Supervisees have limited training

Level 2: Supervisees are transitioning away from high dependence

Level 3: Supervisees are focusing more on a personalized approach



Integrated Developmental Model (IDM)

Level 1: These supervisees have limited training, or at least limited experience in the specific domain in which they are being supervised

Awareness: High self focus, with limited self-awareness; apprehensive about evaluation.

Motivation: Both motivation and anxiety are high; focused on acquiring skills. Want to know the “correct” or “best” approach with clients.

Autonomy: Dependent on supervisor. Wants to leave major decision making to supervisor. Needs structure, positive feedback, and little direct confrontation.

(Stoltenberg, McNeill and Delworth, 1998)



Implications for Supervisors



Level One:

Provide structure for r id to v rid to v d



Integrated Developmental Model (IDM)



Implications for Supervisors

Level Two:



Supervisor provides less structure, encourage more autonomy, continue use of modelling but less diadactic

Clients: More difficult ,severe presentations

Interventions: Facilitative, occasionally prescriptive, confrontational, highlight process

Mechanisms: observation, less role play, process focused



Integrated Developmental Model (IDM)



Level 3: Supervisees at this level are focusing more on a personalized approach to practice and on using and understanding of “self” in therapy.

Awareness: Supervisees are now able to remain focused on the client while also stepping back to attend to their own personal reactions to the client.

Motivation: Supervisee begins to integrate own style of therapy and work on strengths and weaknesses. Seesawing slows, and he or she feels more consistent about skills. Id freely able to receive feedback from supervisor.

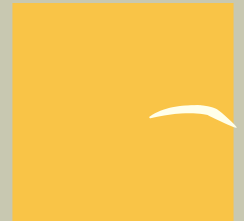
Autonomy: Feels comfortable functioning more independently. When doubts arise, supervisee feels he or she can consult with others without losing his or her sense of professional identity.





Supervisor Inquiry Questions

1. How would you have responded differently?
2. What do you wish would have been said?
3. How do you think he or she would have reacted if you had said that?
4. What would have been the risk in saying what you wanted to say?
5. If you had the chance now, how might you tell him or her what you are thinking and feeling?
6. Were there any other thoughts going through your mind?



Supervisor Inquiry Questions





Best Practices in Clinical Supervision

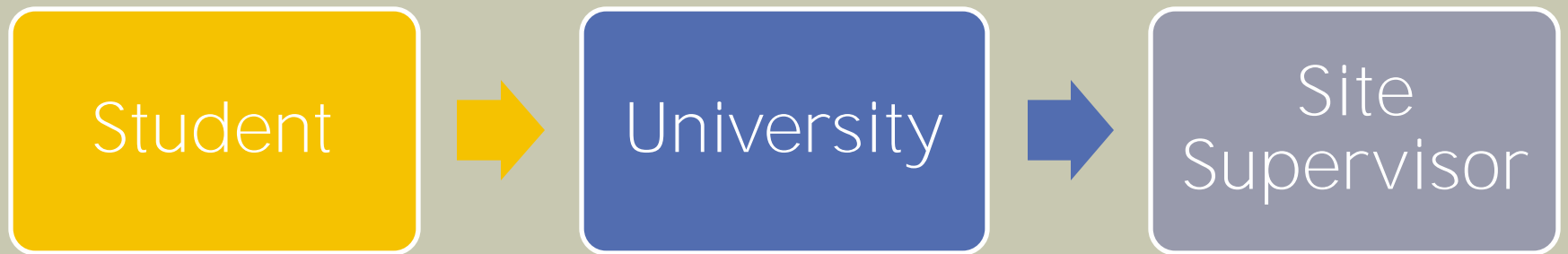
- 1. Initiating Supervision**
- 2. Goal-Setting**
- 3. Giving Feedback**
- 4. Conducting Supervision**
- 5. The Supervisory Relationship**
- 6. Diversity and Advocacy Considerations**



Best Practices in Clinical Supervision



Roles of Stakeholders



Site Supervisor Qualifications



1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.



ACA Code of Ethics



The complete 2014 ACA Code of Ethics is available as a PDF:

- <https://www.counseling.org/resources/aca-codeof-ethics.pdf>



ACA Code of Ethics Section F: Supervision, Training and Teaching



F.1. a-c: Counselor Supervision and Client Welfare

F.2. a-c: Counselor Supervision Competence

F.3. a-d: Supervisory Relationship

F.4. a-d: Supervisor Responsibilities

F.5. a-c: Student and Supervisee Responsibilities

F.6. a-d: Counseling Supervision Evaluation, Remediation, and Endorsement



ACA Code of Ethics Section F: Supervision, Training and Teaching



Direct and Indirect Services-Recommended depending on site requirements and instructor approval.

Direct Hours

Individual Counseling

Intakes and Interviews with clients

Family/Parent Consultation with client present

Psychoeducation to clients in a large setting

Group Counseling

Testing/Assessment



Indirect Services



Case Consultation (can appear in both direct and indirect)

Training/Workshop/Research

Case notes/Recordingkeeping/Case Management

Creating activities for clients

Other: Activities that are relevant to the practicum/internship objectives approved



Roles of Stakeholders

The University Practicum or Internship Supervisor/Instructor:

1. Approves student's goals and objectives to be pursued at site.
2. Explains the requirements of the experience and provides pertinent information.
3. Consults with site supervisor about the student's progress and encourages site supervisors to contact the university supervisor for assistance and consultation during the semester.
4. Provides supervision to the students in a group setting for 1½ hours of weekly supervision.
5. Reviews work samples (audio/video tapes) of the student's field work.
6. Appropriately maintains confidentiality about information obtained during supervision.
7. Collects logs and supervisor evaluations from each student.
8. Assigns grades to students for the practicum and internship experience.



Roles of Stakeholders

On-Site Supervisor Responsibilities

1. Interviews potential practicum or internship students and indicates preferences among those students for site placement, without regards to race, religion, gender, age, national origin, disability, or sexual orientation.
2. Informs students interviewed if they will be offered a practicum or internship placement.
3. Assigns accepted students to qualified on-



Roles of Stakeholders

10. Provides a written evaluation of the student's performance



COVID-19 Safety Measures:

- Face coverings (donning and doffing) types
 - Social distancing
 - Hand washing
- Cover your cough
 - Self screening
 - Self isolating



Practicum Faculty Supervisors

Dr. Karen Furgerson, Ph.D. , LPC-S,
(361) 593-3015
Email: Karen.Furgerson@tamuk.edu

Dr. Kristopher Garza, Ph.D. , LPC-S, NCC
(361) 593-2353
Email: Kristopher.Garza@tamuk.edu

Dr. Ya-Wen Liang, Ph.D. , LPC-S, NCC
(361) 593-4265
Email: Ya-Wen.Liang@tamuk.edu

Dr. Lorena Rosenbaum, Ph.D. , LPC
(361) 522-8262



