

Every Counselor Supervisor is a Counselor Educator: Bridging the Gap

SUNY Oswego
Mental Health Counseling Program
Clinical Supervisor Training
Module 2

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Two Domains of Supervision

- **Administrative supervision:**
 - focuses on meeting the obligations of agencies, employers, educational programs, and licensing boards (Chang, 2013).
- **Clinical supervision:**
 - focuses on self-awareness; evidence-based practice; working alliance; ethical and legal obligations; cultural diversity; interdisciplinary collaboration; interprofessional practice; clinical assessment, diagnosis, and conceptualization; treatment; consultation; research and/or evaluation; and management and/or administration in mental health (Chang, 2013).

Supervision Issues

- Over one-third of counselors dissatisfied because supervisors spent minimal to no time providing clinical supervision (Herbert & Trusty, 2006).
- Herbert (2004) found counselors and supervisors were unclear about what constitutes clinical supervision and that many supervisors had no supervision training.
- Supervisors rarely had direct and detailed knowledge of their supervisees' clients (Falvey, 2002).
- McKenzie, Atkinson, Quinn, and Heath (1986) found that 61% of supervisors based their supervision on only the written notes of the supervisee.
- Falvey (2002) noted that self-report by supervisees remain the major method of reviewing cases.

Reflection Question

- Identify issues that have come up with your supervisees.
- How have you addressed these?

Definition of Supervision

(Bernard and Goodyear, 1992)

- An intervention that is provided by a senior member of a profession to a junior member or members of that profession. This relationship is evaluative, extends over time, and has the simultaneous purpose of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to the clients she, he, or they see(s), and serving as a gatekeeper for those who are to enter the particular profession. (p. 4)

Definition of Supervision

(Falender and Shafranske, 2004)

- Clinical supervision is “a distinct professional activity in which education and training aimed at developing science-informed practice are facilitated through a collaborative, interpersonal process. It involves observation, evaluation, feedback, facilitation of supervisee self-assessment, and acquisition of knowledge and skills by instruction, modeling, and mutual problem-solving. Building on the recognition of the strengths and talents of the supervisee, supervision encourages self-efficacy. Supervision ensures that clinical (supervision) is conducted in a competent manner in which ethical standards, legal prescriptions, and professional practices are used to promote and protect the welfare of the client, the profession and society at large. (p. 3)

Definition of Supervision

(Dollarhide and Miller, 2006)

- Counselor supervision as "the means by which skills are refined, theory and practice are integrated, and trainees explore their new professional identities in preparation for induction into their profession (pp. 242-243)."

Supervision and Professional Identity

- Supervision is first defined as occurring between members of one profession.
- Supervision's foundation rests upon the professional identity of the supervisor being passed on to the supervisee.
- Therefore, supervision must foundationally be based in the development of the professional identity of the supervisee (Lambie & Sias, 2009; West & Hamm, 2012).
- Counseling supervisors need to develop their own professional counselor identity to fully function as a supervisor.

Supervision and Professional Identity

- Supervisees rely heavily on supervision to direct their practice and assist them in identifying and establishing their professional identity (Somody et al., 2008).
- Counselors regularly identify professional development as a primary need from supervision (Borders & Usher, 1992; Page, Pietrzak, & Sutton, 2001).
- Counselors desire to work with supervisors who have a strong sense of identity and connection to the field of counseling (Borders & Usher, 1992).

Supervision and Professional Identity

- Supervisors without a strong connection to the profession of counseling engender supervisees lacking in professional identity (Magnuson, Wilcoxon, & Norem, 2000), which lessens the chance for advocacy for the profession of counseling (Somody et al., 2008).
- Counselors develop skills and professional identity at a slower rate if there is not a connection with their supervisor (Gainor & Constantine, 2002).
- 79% of counselors included professional development as something they look for in a supervisory relationship (Roberts & Borders, 1994).

What Is Professional Identity?

- Healey and Hays (2012) define professional identity as:
- “A process by which an individual reaches an understanding of her or his profession in conjunction with her or his own self-concept, enabling the articulation of occupational role, philosophy, and professional approach to people within and outside of the individual’s chosen field (p. 55).”
- The core components of professional identity include: a professional organization, a code of ethics and standards of practice, an accrediting body, and licensure policies and procedures (Gale & Austin, 2003; Mellin et al., 2011).

ACA Code of Ethics

- ACA Code of Ethics (2014) clearly states that counselors must understand their roles and responsibilities.
- Without a strong professional counselor identity, emerging counselors gravitate towards other professional identities and can't distinguish counselors from other professions (Hansen, 2003).
- Supervision has a positive impact on effectiveness and accountability, enhanced skill development and competency, and increased development of professional identity (Nelson et al., 2000; Somody, Henderson, Cook, & Zambrano, 2008).

Professional Identity

- Involves more than membership in a professional association (Gibson et al., 2010; Reisetter et al., 2004).
- Professional identity separates the professions through unique belief systems that are entwined with ethical practice (Neukrug & Remley, 2009).
- Weinrach, Thomas, and Chan (2001) define professional identity as “the possession of a core set of values, beliefs, assumptions about the unique characteristics of one’s selected profession that differentiates it from other professions (p. 168).”
- In order for professional identity to exist within the profession of counseling, supervision must occur between members of the same profession (Borders & Usher, 1992).

Supervisors From Other Professions

- Concerning that many counseling supervisees receive supervision from non-counseling licensed professionals (Borders & Usher, 1992; Nelson et al., 2000).
- In addition to confusion regarding professional identity, non-counseling licensed supervisors are not bound by the ACA Code of Ethics (West & Hamm, 2012).
- Could jeopardize the welfare of clients and the welfare of the supervisee who will be held accountable for understanding and implementing the ACA Code of Ethics to maintain their license and as a protection during legal challenges.

Reflection Questions

- Many definitions of clinical supervision have been provided. Which definition(s) do you most identify with?
- How would you define your professional identity?
- In what ways do you see yourself as a counselor educator?