

## Supervision Resources

This list of supervision resources is also noted in Section VII of the Fieldwork Site Supervisor and Faculty Supervisor Handbook (pp. 42) and is found via the Practicum and Internship Resources link on the Counseling program's homepage. While the program will continue to update these resources, please communicate requests or suggestions for additional supervision resources to Dr. Kendra Shoge, the program's CMHC Clinical Coordinator at [kshoge@stephens.edu](mailto:kshoge@stephens.edu) and/or Dr. Andrea "Andy" Fifield, SC clinical coordinator at [afifield@stephens.edu](mailto:afifield@stephens.edu).

## Supervision Models & Techniques

There are various models of supervision that guide the process and allow supervisors to meet the needs of supervisees. Two of these supervision models are the Integrated Developmental Model and the Discrimination Model:

1. The Integrated Developmental Model (IDM). The IDM, as outlined by Bernard & Goodyear (2019), describes the development of counselors in four levels.
  - a. Level 1 includes supervisees who are relatively new to training. Motivation is typically high, as is anxiety. Supervisees are focused on acquiring skills, are interested in the "right" way to approach clients, and may think in black and white. Supervisees are dependent on their supervisor, and they may need more positive feedback. Supervisees at this level are often apprehensive and preoccupied with the self.
  - b. Level 2 supervisees are more independent and may vacillate between very confident and insecure. Supervisees may experience conflict between autonomy and dependence and feel dissatisfaction with supervision. At this level, supervisees also have a greater ability to empathize with clients but may become overwhelmed by client issues.
  - c. Level 3 supervisees focus more on personalizing their approach to counseling. They have fewer doubts about their ability to be effective and supervision tends to be more collegial. Supervisees are able to focus on clients while also being aware of their own reactions to clients.
  - d. Level 3i is reached when supervisees develop a personal approach to professional counseling, and they are able to assess, conceptualize, and facilitate interventions effectively. They also have a strong awareness of their strengths and weaknesses.
2. The Discrimination Model (DM) includes different roles and foci for supervisors as described by Bernard (2019):
  - a. **Foci**—during supervision, supervisors might focus on the supervisee's following skills:
    - i. Intervention—what the supervisee is doing in the sessions that is observable, skills levels, and how well interventions are delivered.
    - ii. Conceptualization—how the supervisee understands what is occurring, makes meaning of client statements, identifies patterns, or chooses interventions.
    - iii. Personalization—how the supervisee engages in counseling while they attempt to keep counseling uncontaminated by personal issues, biases, and countertransference.
  - b. **Roles**—once supervisors determine their supervisee's abilities in each foci, they must choose a role to accomplish their supervision goal. Roles include:
    - i. Teacher—assumed when the supervisee needs structure and instruction, modeling, or direct feedback.
    - ii. Counselor—assumed when the supervisor wishes to enhance supervisee

- reflectivity about their internal affective reality.
- iii. Consultant—assumed when the supervisor wishes to enhance a supervisee’s trust in their own insights and feelings about their work or when supervisors want to challenge supervisees to think and act on their own.

As stated, supervisor duties include reviewing Counseling student sessions/case notes on a weekly basis and providing guidance and feedback on clinical documentation skills. Reviewing audio and video tapes or providing live supervision are encouraged as part of supervision. The following techniques and interventions may be useful:

- Affective exploration— “Were you aware of any feelings during this session?”
- Exploring agendas— “What do you wish you would have said at this point?”
- Exploring cognitions— “Do you remember what you were thinking at that time?”
- Modeling
- Role-playing & Role-reversal

### **Books (available for check-out from faculty)**

Bernard, M. J., Goodyear, K. R. (2021). *Fundamentals of clinical supervision* (6<sup>th</sup> ed.).

Corey, G., Haynes, R., Moulton, P., Muratori, M. (2020). *Clinical supervision in the helping professions: A practical guide* (3rd ed.).

### **Supervision Models Review**

<https://www.marquette.edu/education/graduate/documents/brief-summary-of-supervision-models.pdf>

### **Empirical Articles**

Bornsheuer-Boswell, J. N., Polonyi, M. M., & Watts, R. E. (2013). Integrating Adlerian and Integrated Developmental Model Approaches to Supervision of Counseling Trainees. *Journal of Individual Psychology*, 69(4), 328–343.

Crunk, A. E., & Barden, S. M. (2017). The Common Factors Discrimination Model: An Integrated Approach to Counselor Supervision. *Professional Counselor*, 7(1), 62–75.  
<https://doi.org/10.15241/aec.7.1.62>

Degges, W.S.E., Colon, B.R., & Borzumato, G.C. (2013). Counseling Supervision Within a Feminist Framework: Guidelines for Intervention. *Journal of Humanistic Counseling*, 52(1), 92–105.  
<https://doi.org/10.1002/j.2161-1939.2013.00035.x>

Field, T. A. (2016). A Different Type of Supervision: Training Clinical Mental Health Counseling Interns in Dialectical Behavior Therapy. *Journal of Mental Health Counseling*, 38(3), 233–247.  
<https://doi.org/10.17744/mehc.38.3.04>

Graham, M. A., Scholl, M. B., Smith-Adcock, S., & Wittmann, E. (2014). Three Creative Approaches to Counseling Supervision. *Journal of Creativity in Mental Health*, 9(3), 415–426.  
<https://doi.org/10.1080/15401383.2014.899482>

- Meany, W. K. K., Davis, G. D., & Lindo, N. A. (2016). The Impact of Wellness-Focused Supervision on Mental Health Counseling Practicum Students. *Journal of Counseling & Development*, 94(4), 464–472. <https://doi.org/10.1002/jcad.12105>
- Pearson, Q. M. (2006). Psychotherapy-Driven Supervision: Integrating Counseling Theories into Role Based Supervision. *Journal of Mental Health Counseling*, 28(3), 241–252. <https://doi.org/10.17744/mehc.28.3.be1106w7yg3wvt1w>
- Zeligman, M. (2017). Supervising Counselors-in-Training Through a Developmental, Narrative Model. *Journal of Creativity in Mental Health*, 12(1), 2–14. <https://doi.org/10.1080/15401383.2016.1189370>  
<https://ct.counseling.org/2022/01/making-every-moment-of-clinical-supervision-count/>

### **Supervisory Alliance**

- Crockett, S., & Hays, D. G. (2015). The Influence of Supervisor Multicultural Competence on the Supervisory Working Alliance, Supervisee Counseling Self-Efficacy, and Supervisee Satisfaction With Supervision: A Mediation Model. *Counselor Education & Supervision*, 54(4), 258–273. <https://doi.org/10.1002/ceas.12025>
- Ganske, K. H., Gnillka, P. B., Ashby, J. S., & Rice, K. G. (2015). The Relationship Between Counseling Trainee Perfectionism and the Working Alliance with Supervisor and Client. *Journal of Counseling & Development*, 93(1), 14–24. <https://doi.org/10.1002/j.1556-6676.2015.00177.x>
- Seabrook, M. (2022). ‘The Golden Question’: Addressing supervisee self-care in clinical supervision. *Counselling and Psychotherapy Research*, 22, 1041-1055.

### **Multicultural Supervision**

- Fickling, M. J., Tangen, J. L., Graden, M. W., & Grays, D. (2019). Multicultural and Social Justice Competence in Clinical Supervision. *Counselor Education & Supervision*, 58(4), 309–316. <https://doi.org/10.1002/ceas.12159>
- Holstun, V.P., & Bohecker, L (2024). Humanistic Principles for providing culturally sensitive corrective feedback in supervision. *The Journal of Humanistic Counseling*, 63(3), 228-240. <https://doi.org/10.1002/johc.12215>
- Kemer, G., Li, C., Attia, M., Chan, C. D., Chung, M., Li, D., Neuer Colburn, A., Peters, H. C., Ramaswamy, A., & Sunal, Z. (2022). Multicultural supervision in counseling: A content analysis of peer-reviewed literature. *Counselor Education & Supervision*, 61(1), 2–14. <https://doi.org/10.1002/ceas.12220>
- Mitchell, M. D., & Butler, S. K. (2021). Acknowledging Intersectional Identity in Supervision: The Multicultural Integrated Supervision Model. *Journal of Multicultural Counseling & Development*, 49(2), 101–115. <https://doi.org/10.1002/jmcd.12209>
- Spowart, J.K. Payden, Robertson, S.E. (2024). Becoming a culturally responsive and socially just Clinical Supervisor. *Canadian Psychology*, 65(4), 257-269. <https://doi.org/10.1037//cap0000388>

### **Tele-supervision**

Ratcliffe, K., & Kaluzeviciute-Moreton, G. (2024). Telesupervision in counselling and psychotherapy: A systematic review of the literature. *British Journal of Guidance & Counseling*, 52 (5), 801-814. <http://doi.org/10.1080/03069885/2023.2264480>

### **School Counseling Supervision**

Luke, M., & Bernard, J. M. (2006). The School Counseling Supervision Model: An Extension of the Discrimination Model. *Counselor Education & Supervision*, 45(4), 282–295. <https://doi.org/10.1002/j.1556-6978.2006.tb00004.x>

### **Ethical Issues**

Barnett, J. E., & Molzon, C. H. (2014). Clinical Supervision of Psychotherapy: Essential Ethics Issues for Supervisors and Supervisees. *Journal of Clinical Psychology*, 70(11), 1051–1061. <https://doi.org/10.1002/jclp.22126>  
<https://www.counseling.org/resources/library/eric%20digests/94-17.pdf>

McCarthy, P., & Sugden, S. (1995). A practical guide to informed consent in clinical supervision. *Counselor Education & Supervision*, 35(2), 130. <https://doi.org/10.1002/j.1556-6978.1995.tb00217.x>

### **Supervision Podcasts**

<https://csrcollaborative.org/podcast/>

<https://therapyreimagined.com/modern-therapist-podcast/giving-and-getting-good-supervision/>

<https://clearlyclinical.com/podcast/ceu-clinical-supervision-principles>

### **Supervision Training (State of Missouri-Committee of Professional Counselors)**

<http://mmhca.com/trainingevents.html>