

Site Supervisor Orientation





Welcome!

Our Agenda

- Overview of the counseling program
- Introduce Program and Field Coordinators
- Review practicum and internship hourly requirements
- Examine site supervisor qualifications and responsibilities
- Investigate evidence-based supervision models and best practices in supervision
- Explore professional development opportunities





Counseling Program

The Master's in Counseling is a terminal master's program that provides students with the skills necessary to become Master's level practitioners and prepares them for doctoral-level training and certification or licensure. Students must select one concentration: rehabilitation or school counseling. The program curriculum requires 60 credit hours, a 100-hour practicum, and 600-hour internship experience in a setting appropriate for the concentration chosen, and a comprehensive examination or thesis. The Counseling Program aligns with CACREP requirements.



Meet our Clinical Team

Dr. Tonya Davis

Director of Clinical Training

Tonya.davis@aamu.edu

256-372-4299



Dr. Shatoi Scott

Clinical Coordinator for Rehabilitation Counseling

Shatoi.scott@aamu.edu

256-372-5529



Dr. Jo Lauren Weaver

Clinical Instructor

Jo.weaver@aamu.edu

(256) 372-4299



Practicum & Internship Hourly Requirements

- Practicum students must complete a total of 100-hour with 40 hours of direct service, 60 hours of indirect service.
- Internship students must complete a 600-hour internship with 340 clock hours of direct service, 260 indirect service.
- Both practicum and internship students must have weekly site supervision lasting one hour provided by the site supervisor, and weekly group supervision provided by program faculty lasting 1.5 hours.
- Students are required to complete a field learning agreement before they can acquire hours. This form is to be completed by the student and site supervisor as it outlines the goals and plan for how the intern will acquire their hours.



Site Supervisor Qualifications

- Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. (CACREP, 2.P.).
- The program requires each site supervisor to submit a copy of their license and resume. Click [here](#) to upload.



Site Supervisor Responsibilities

- Become familiar with the objectives of the Internship Program.
- Prepare other staff, in advance to the student's arrival, and involve them in contributing to the intern's learning process, so they too will understand the goals and objectives of the Internship Program.
- Be familiar with the information provided by the University on the intern by the time of his or her arrival at the agency.
- Orientation of the intern to the agency.
- Designation of a workspace for the intern.



Site Supervisor Responsibilities

- Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member.
- Live supervision of the student's interactions with clients if there is not an opportunity for the development of program-appropriate audio/video recordings for use in supervision.
- Initial close supervision of the intern and gradually allowing some independence and autonomy.
- Selection of the tasks and experiences planned for the intern in the agency.



Site Supervisor Responsibilities

- Immediate contact with the Director of Clinical Training/Clinical Coordinator when there are problems in the intern adjustment.
- Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship.
- Cooperate and make possible for students to carry out assignments in connection with the Internship class and/or the required tasks or the evaluation form.
- Add or subtract certain pertinent assignments in connection with work in the internship with consultation of the Director.



Site Supervisor Responsibilities

- Meet with the Director of Clinical Training/Clinical Coordinator at appropriate intervals to discuss the existence of problems during the internship.
- Strive toward establishing and maintaining a professional relationship with the Psychology & Counseling Program and the student involved in the Internship Program.
- The agency shall retain the right to require the removal from and/or deny access to any student or faculty member whose opinion of the agency's administration is disruptive, disreputable, or otherwise, destructive of the agencies established practices.



Site Supervisor Required Reports

- Acceptance letter or email for students accepted to intern at your agency.
- Submission of Midterm Evaluation by the required date.
- Submission of the Final Evaluation by the required date.

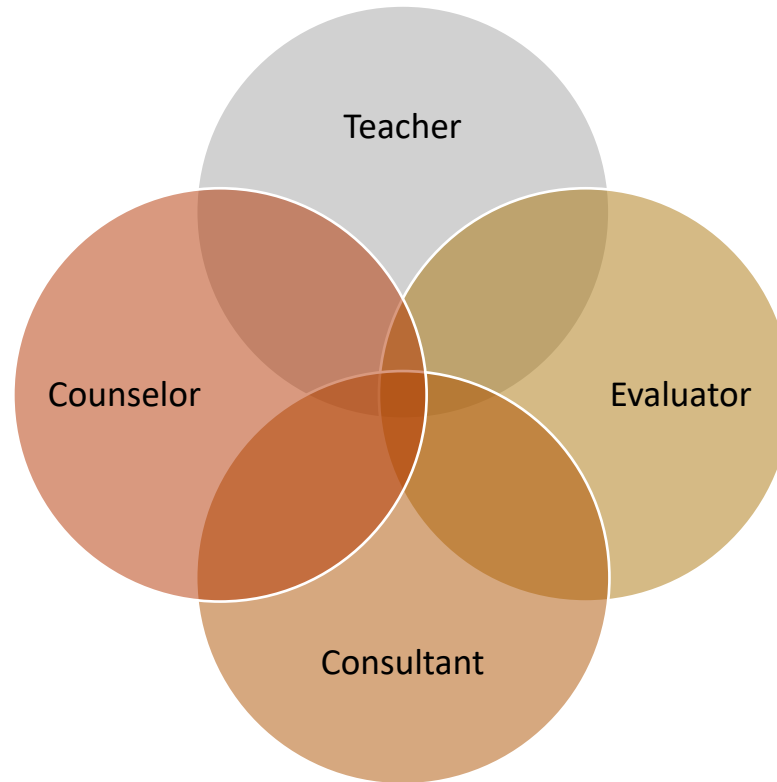


Roles of a Supervisor

Discrimination Model

Areas of focus:

- Intervention
- Conceptualization
- Personalization



Roles of a Supervisor: Teacher

Evaluate observed counseling session interactions

Identify effective and ineffective interventions

Teach, demonstrate or model intervention techniques

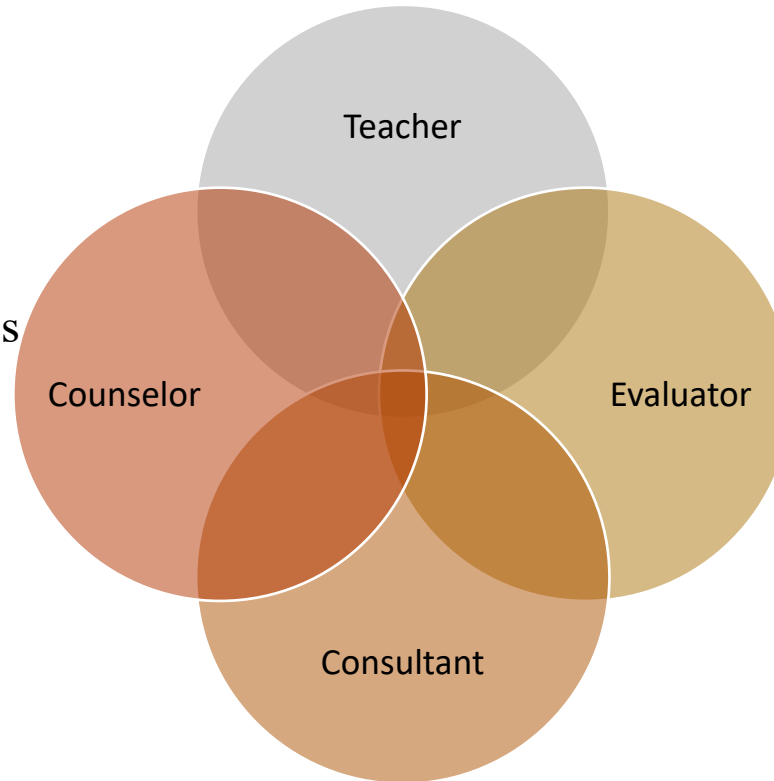
Explain rationale behind specific strategies

Interpret significant events in counseling sessions

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 of a Supervisor: Counselor

Explore supervisee's feelings during counseling or supervision session

Explore supervisee's feelings about specific techniques and interventions

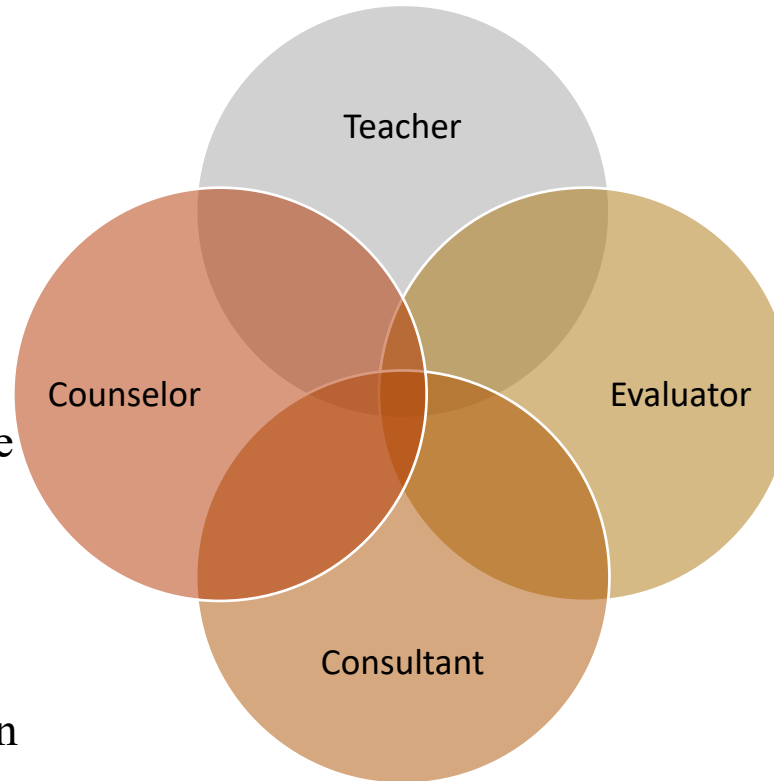
Facilitate supervisee's self exploration of confidence or concerns in sessions

Help supervisee define personal growth areas

Provide opportunities for supervisees to process own affect or defenses

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 of a Supervisor: Consultant

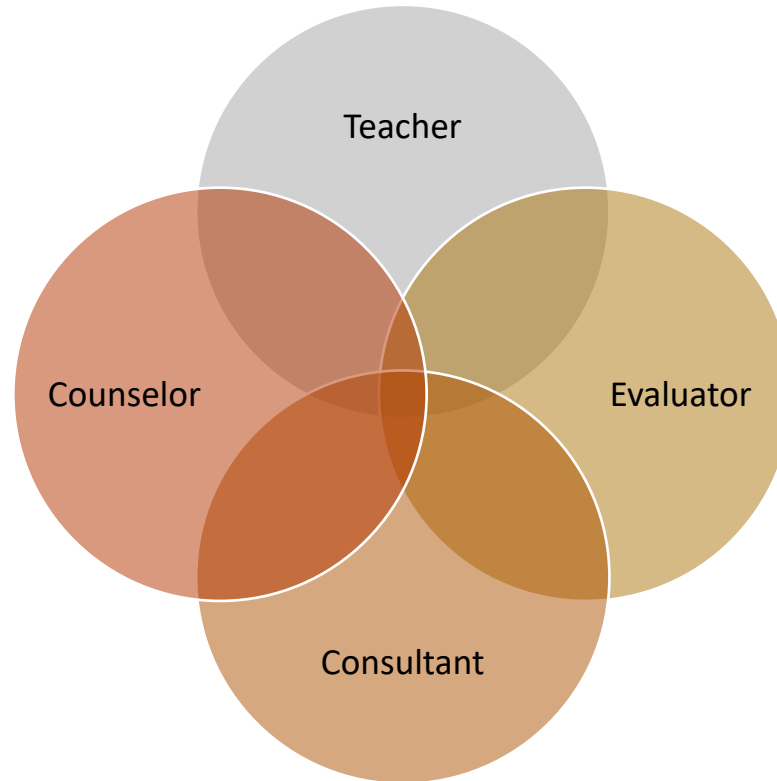
Provide alternative interventions and/or conceptualizations for trainee use

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

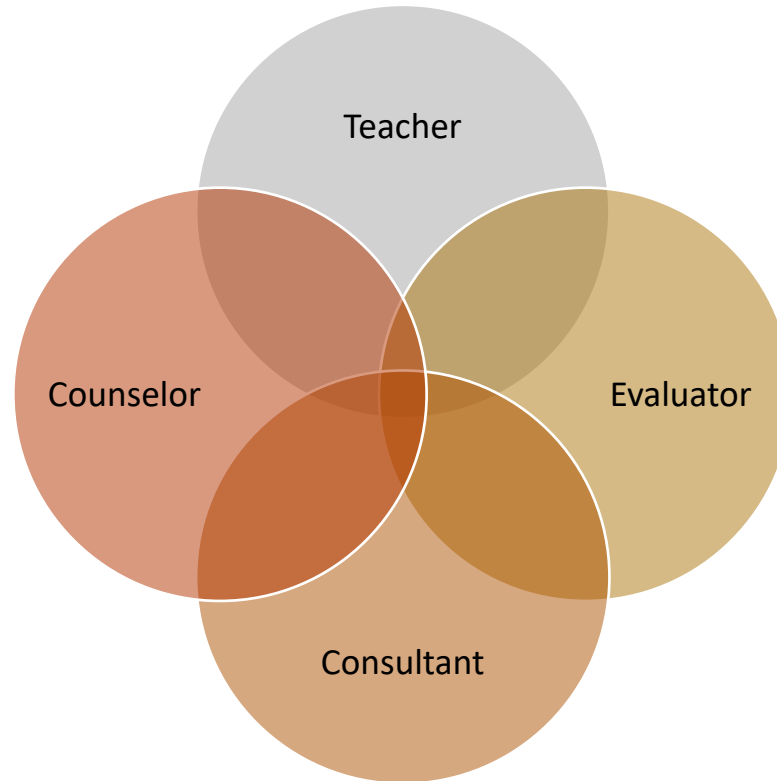


Roles of a Supervisor: Evaluator

Provide regular and systematic feedback and evaluation

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

Provide references when requested by licensing board or another agency



Developmental Model of Supervision: IDM

- **Integrated Developmental Model**

- Counselor development occurs across four stages with three overriding structures:
- Self-Other Awareness- Where the supervisee is in terms of self-preoccupation, awareness of the client's world, and enlightened self-awareness
- Motivation- Reflects the supervisee's interest, investment, and effort expended in clinical training and practice
- Autonomy- Reflects the degree of independence that the supervisee is manifesting
- 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
- Level 3i: Supervisees are integrating across all three domains



Developmental Model of Supervision: 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.



Developmental Model of Supervision: IDM

- **Level 1:** Provide structure for supervisee, manage supervisee's anxiety, supervisor serves as expert role model, supervisor promotes clarity of skills and theory.
- Clients: Mild /maintenance problem focus
- Interventions: Facilitative, prescriptive
- Mechanisms: Observation, skills training, roleplay



Developmental Model of Supervision: IDM

- **Level 2:** Supervisees at this level are making the transition from being highly dependent, imitative, and unaware in responding to a highly structured, supportive, and largely instructional supervisory environment
- *Awareness:* Greater ability to focus on and empathize with client. However, balance is still an issue. Problem can be veering into enmeshment with the client.
- *Motivation:* Supervisee vacillates between being very confident to self- doubting and confused
- *Autonomy:* Although functioning more independently, supervisee experiences conflict between autonomy and dependency. Can manifest as resistance to the supervisor.



Developmental Model of Supervision: IDM

- **Level 2:** Supervisor provides less structure, encourage more autonomy, continue use of modelling but less didactic
- Clients: More difficult, severe presentations
- Interventions: Facilitative, occasionally prescriptive, confrontational, highlight process
- Mechanisms: observation, less role play, process focused



Developmental Model of Supervision: 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.



Developmental Model of Supervision: IDM

- **Level 3:**
- Most structure provided by the supervisee, more focus on personal /professional integration
- Interventions: Facilitative, Confrontational, conceptual from personal orientation,
- Mechanisms: Peer/ Group supervision



Supervision 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?
- 7.Were you aware of any feelings during/after session? Does that feeling have any special meaning for you?
- 7.What did you want your client to tell you?
- 8.What did you think your client wanted from you?
- 9.Did your client remind you of anyone in your life?
- 10.How did you feel after session?



Best Practices in Clinical Supervision

- **Association for Counselor Education and Supervision (ACES)**
- The best practices guidelines are intended to support supervisors in their work. They are intended to be relevant and practical, and are offered to augment the judgment of supervisors as they strive to do the following:
 - (a) offer ethical and legal protection of the rights of supervisors, supervisees, and clients; and
 - (b) meet the professional development needs of supervisees while protecting client welfare.
- Follow this [link](#) to review the guidelines in detail.



ACA Code of Ethics

- Section F of the ACA Code of Ethics details the best practices and ethical standards for Supervision, Training and Teaching, and introduces the section as follows:
- ➤ Counselor supervisors, trainers, and educators aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students in both face-to-face and electronic formats. They have theoretical and pedagogical foundations for their work; have knowledge of supervision models; and aim to be fair, accurate, and honest in their assessments of counselors, students, and supervisees.
- Follow this [link](#) to review the Code of Ethics Section F.



Professional Development Opportunities

- Our monthly speaker series provides our site supervisors and students the opportunity to learn about various mental health-related topics.
- Our program is an NBCC approved continuing education provider.
- Each program will be 1-1.5 hours CEU.



Thank you!

We, the faculty, are delighted that you have chosen to be a site supervisor. We appreciate your service to our students, program, and the counseling profession. We are here to support you so please do not hesitate to reach out if you have questions or need any assistance.

Please follow this [link](#) to confirm completion of orientation.

