Developing School Counselors through Supervision

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Pair & Share

- What is supervision?
- What are some needs of school counseling supervisees (graduate students or for licensure)?

Supervision Defined

“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. This relationship is evaluative and hierarchical, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered to the clients that she, he, or they see; and serving as a gatekeeper for the particular profession the supervisee seeks to enter.”

- Bernard & Goodyear, 2019, p. 9

Importance of Supervision

- Supervisors provide counselors in training and new counselors with the feedback and care to assist them in their growth and development as professionals (Bernard & Goodyear, 2013).
- Supervisors support counselors as they begin to connect the basic counseling skills they come to the site equipped with to the advanced skills they need to address client concerns (Swank & Tyson, 2012).
- Without consistent supervision, clinicians’ skills may plateau or even decline (Murphy & Kaffenberg, 2007).
- Has been called the “most critical element” in the development of competent counselors (Magnuson, Black, & Norem, 2004).
Professional Standards

- **ASCA Ethical Standards-Section D**
- **ASCA School Counselor Competencies IV-B-6c**
- **CACREP Standards-Section 3: Professional Practice**
- **ACES Supervision Best Practice Guidelines**

ASCA Guidelines for Site Supervisors

- Be knowledgeable (CSCP, ethical practices, technology, supervision)
- Have clinical supervision training & use collaborative model of supervision
- Be culturally competent
- Provide evaluation (objective, timely feedback, standard instruments)
- Offer support (assist with remediation & professional development)
- Act as gatekeepers (communicate concerns with university supervisors, recommend dismissal as needed, document all steps)

Types of Supervision

- Administrative
- Clinical
- Programmatic

Inadequacy of Traditional Models for School Counselors

- School counseling research cautions that traditional supervision models may not fully reflect the needs of school counselors as they prepare for their future roles (Studer, 2005).
- School counselors have specific and specialized demands that makes having school counseling specific supervision essential (Nelson & Johnson, 1999).
- Traditional models do not address the unique and multifaceted tasks required of school counselors such as academic planning, developing comprehensive school counseling programs, guidance curriculum, career planning, and school counseling advocacy (Wood & Rayle, 2006).
Comprehensive School Counseling Models

- Students learn about ASCA National Model & MCSCP
- Site supervisors are implementing comprehensive programs in their schools
- Site supervisors approach supervision through CSCP lens

School Counseling Supervision Model

3 Foci from Discrimination Model
- Intervention
- Conceptualization
- Personalization

3 Roles from Discrimination Model
- Teacher
- Counselor
- Consultant

Four School Counseling Dimensions
- Curricula
- Advisement
- Counseling
- Systems Support

Figure 1: Luke & Goodrich, 2012

Linking the Models

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Direct Services: School counseling core curriculum (classroom instruction and group activities)</td>
<td>School Counseling Curriculum</td>
<td>Curricula</td>
</tr>
<tr>
<td>Direct Services: Individual student planning (advisement, appraisal)</td>
<td>Individual Student Planning</td>
<td>Advisement</td>
</tr>
<tr>
<td>Direct Services: Responsive services (individual/group counseling, crisis response)</td>
<td>Responsive Services</td>
<td>Counseling</td>
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<tr>
<td>Indirect Services: Referrals, Consultation, Collaboration</td>
<td>System Support</td>
<td>Systems Support</td>
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Supervision Interventions

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<thead>
<tr>
<th>Point of Entry</th>
<th>Focus of Supervision</th>
<th>Role</th>
<th>Possible Action</th>
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<tbody>
<tr>
<td>Curricula (Observing a Classroom Lesson)</td>
<td>Intervention</td>
<td>Teacher</td>
<td>The supervisor shares observations and guides the supervisee in identifying ways to improve student interaction.</td>
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<tr>
<td>Advisement (Struggling to Work with Parents)</td>
<td>Personalization</td>
<td>Counselor</td>
<td>The supervisor explores the supervisee’s anticipatory experience of the parental contact and referral. Attempts are made to uncover any personal issues that might complicate this process.</td>
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<tr>
<td>Counseling ( Unsure about Confidentiality)</td>
<td>Conceptualization</td>
<td>Consultant</td>
<td>The supervisor suggests that the supervisee identify specific examples of counseling material she might disclose and articulate the legal and ethical issues related to doing or not doing</td>
</tr>
<tr>
<td>Systems Support (Resistance to Confront a Colleague)</td>
<td>Personalization</td>
<td>Consultant</td>
<td>The supervisor shares observations and solicits the supervisee’s reaction, suggesting that he consider how both his expectations and previous experience with conflict may be influencing him.</td>
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Processing with Supervisees

- Affective Exploration - Do you remember what you were feeling? What did you do about that feeling you had?
- Unstated Agendas - What would you have liked to have said to the client at this point? If you had more time, where would you have liked to have gone?
- Cognitive Examination - What were you thinking at that time? Were you able to say it the way you wanted to? Did you fantasize taking any risks?
- Get at images - Did this remind you of anything? Is this familiar to you?
- Mutual Perceptions - What do you think the client was feeling about you? Was the client giving you any clues about their feelings/thoughts/expectations at this point?
- Search Out Expectations - What did you want to hear? How did the client’s responses hit you?

(Bernard & Goodyear, 2014, p. 165-166)

Case Study

Jenna is a school counseling intern working with you three days a week. She has been at your school for about 10 weeks now, and has several clients she sees regularly and a group she runs once a week. While discussing cases and observing her conduct her group, you’ve come to notice an issue Jenna has. It seems that she often struggles to connect with students from lower socioeconomic backgrounds. She appears to have less patience when they struggle, and often complains to you about these specific students, stating, “It seems to me that if they just tried harder they would do as well as their peers.”

- How might you work with Jenna using the SCSM?
- What’s the point of entry?
- What focus might you take?
- What role might you fill?

Recommendations

- Meet with your supervisee to get to know them, discuss what supervision will look like, & offer clear expectations
- Observe counseling sessions (live or recorded) and provide immediate feedback
- Foster an atmosphere of open communication (share your own process and journey)
- Provide structure based on developmental level (more for Practicum & new Interns)
- Support supervisees with techniques, strategies, & interventions
- Challenge supervisees (but don’t throw them to the wolves)
- Provide opportunities to participate in all aspects of the CSCP (individual, group, classroom lessons, consultation, crisis, etc.)

Next Steps

- What are your reactions to this information?
- How might you use this information in your work?
- Based on your experiences, what else would you recommend when supervising school counselors?
Questions?

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References


Conference Announcements

- For all conference related information, download the Conference Yapp App. The Yapp ID is MSCA18.
- Please complete the Workshop Evaluation: http://bit.ly/2nS2YKq
- Support this year’s Annual Project through raffles, bingo, Monday reserved seating, Monday power hour, and service project. Visit the activities desk for additional information.
- Make plans to participate in evening activities:
  - Hospitalitys from 4:30 to 6:30 p.m.
  - Service Project Activity beginning at 7:00 p.m.
  - Trivia Night beginning at 7:00 p.m.
  - Dance beginning at 10:00 p.m.
- For more information on MSCA, like us on Facebook (mysmsca) and follow us on Twitter (@myMSCA).