



University of Lynchburg

College of Education, Leadership
Studies, and Counseling

Supervising School Counselors-in-training

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Requirements for Site Supervisors

The University of Lynchburg Counselor Education Program is proud to be accredited by the [Council for the Accreditation of Counseling and Related Educational Programs \(CACREP\)](#). CACREP Standards III.C.1-4 stipulate that site supervisors meet the qualifications below. This training model assures compliance with item 4:

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.

Supervision Defined

CACREP defines counselor supervision as follows:

A form of instruction whereby a supervisor monitors and evaluates an internship or practicum student's performance and quality of service provided, facilitating associated learning and skill development experiences.

American School Counselor Association (ASCA) Ethical Standards for Supervision

The [American School Counselor Association's Ethical Standards for School Counselors \(2016\)](#) stipulate 5 ethical responsibilities in section F.3 a-e regarding the supervision of school counseling candidates pursuing practicum and internship experiences.

ASCA Supervision Standard F.3.a

- Professional school counselors provide support for appropriate experiences in academic, career, and personal/social counseling for school counseling interns.

ASCA Supervision Standard F.3.b

- Professional school counselors ensure school counselor candidates have experience in developing, implementing, and evaluating a data-driven school counseling program model such as the ASCA National Model.

ASCA Supervision Standard F.3.c

- Professional school counselors ensure the school counseling practicum and internship have specific, measurable service delivery, foundation, management, and accountability systems.

ASCA Supervision Standard F.3.d

- Professional school counselors ensure school counselor candidates maintain appropriate liability insurance for the duration of the school counseling practicum and internship experiences.

ASCA Supervision Standard F.3.e

- Ensure a site visit is completed by a school counselor education faculty member for each practicum or internship student, preferably when both the school counselor trainee and site supervisor are present.
- *Please note: In support of this standard, the University of Lynchburg faculty supervisor engages in the following professional collaboration activities:*
 - *A triadic placement conference and a placement contract reviewed before the placement begins*
 - *A minimum of one session of live supervision for practicum students; a minimum of four sessions of live supervision for Internship students*
 - *Availability for additional visits and consultation upon request*

Cultural Competence in Supervision

- Counseling supervisors are responsible for addressing cultural issues as they arise, practicing and fostering cultural sensitivity and competence, and being self-aware of their own cultural values and assumptions.
- Counseling supervisors do not make value judgments or allow bias to impact their work with students, supervisees, or other stakeholders.
- Counseling supervisors acquire educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- School counseling supervisors practice the ethical standards for cultural competence as specified in the [ASCA Ethical Standards for School Counselors](#), Section E. a-g.

Other Professional Supervision Guidelines

The Association for Counselor Education and Supervision (ACES) delineates 12 best practices for effective supervision. Supervisors should review [ACES Best Practices in Clinical Supervision](#) in their entirety.

1. Initiating supervision
2. Goal setting
3. Giving feedback
4. Conducting supervision
5. The supervisory relationship
6. Diversity and advocacy considerations
7. Ethical considerations
8. Documentation
9. Evaluation
10. Supervision format
11. The supervisor
12. Supervisor preparation

Discrimination Model of Supervision

- In the Discrimination Model of supervision, the focus of supervision is on the following:
 - a. The supervisee's counseling performance and process skills

- b. Conceptualization skills and knowledge
 - c. Self-awareness and personalization skills
 - d. Professional role skills and ethical behaviors
- Process skills range from simple, basic active listening skills to more advanced skills such as interpreting behavior.
- Conceptualization skills include the ability to make sense of the information the client is presenting, identifying themes, and discriminating essential information from tangential information.
- Personalization skills encompass all of the intrinsic elements the supervisee brings to the role of a counselor and includes such things as one's personality, cultural background, flexibility, maturity, sense of humor, etc.
- Professional behavior includes a professional school counseling skill set and an understanding of and adherence to legal and ethical standards.
- The supervisor's role relates directly to the supervisee's development.
- To facilitate this growth, the supervisor engages in 3 essential roles as per the supervisee's needs:
 - a. Teacher
 - b. Counselor
 - c. Consultant
- When in the role of teacher, key activities for the supervisor include:
 - a. Observing and evaluating the supervisee in counseling sessions
 - b. Assisting the supervisees to determine appropriate interventions
 - c. Teaching, demonstrating, and modeling techniques
 - d. Explaining the rationale behind specific strategies, practices, and approaches
 - e. Interpreting significant events within the supervisee's work
- When in the role of counselor, key activities for the supervisor include:
 - a. Exploring the supervisee's feelings related to counseling, supervision, and specific techniques or interventions
 - b. Facilitating the supervisee's self-exploration of confidence and insecurities in practice
 - c. Assisting the supervisee to define areas of competence and growth as well as those in need of additional practice and refinement
- When in the role of consultant, key activities for the supervisor include:
 - a. Providing alternative interventions for the supervisee to use
 - b. Encouraging the supervisee to conceptualize strategies and interventions independently
 - c. Encouraging the supervisee to discuss problems
 - d. Soliciting what needs the supervisee has in relation to supervision

- e. Allowing the supervisee to structure supervision as per goal and perceived needs

A Collaborative Process

The University of Lynchburg faculty supervisor will provide orientation, assistance, consultation, and professional development opportunities to site supervisors as stipulated in CACREP Standard III.D to include:

- A triadic placement conference and contract for orientation
- Regular contact with the supervisor for consultation
- Live supervision of the student on site
- Supervision seminars conducted with all students on campus
- An online supervision tutorial and additional supervision training as requested
- Assistance throughout the placement as requested

School Counseling Faculty Supervisor Contact Information

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References

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- American School Counselor Association (2010). Ethical standards for school counselors. Alexandria, VA: Author.
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- [Borders, L. D., DeKruyf, L., Fernando, D. M., Fernando, H. L., Hays, D. G., Page, B., and Welfare, L. E. \(2011\).](#)
- [Council for Accreditation of Counseling and Related Educational Programs \(CACREP\) Standards \(2016\).](#)