University of Lynchburg

College of Education, Leadership Studies, and Counseling

Supervising Clinical Mental Health Counselors-in-training

2021-22

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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 Counseling Association (ACA) Code of Ethics

Section F of the 2014 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.

Section F: Supervision, Training and Teaching

- F.1. a-c: Counselor Supervision and Client Welfare
- F.2. a-c: Counselor Supervision Competence
- F.3. a-d: Supervisory Relationship
- F.4. a-d: Supervisor Responsibilities
- F.5. a-c: Student and Supervisee Responsibilities
- F.6. a-d: Counseling Supervision Evaluation, Remediation, and Endorsement
- F.7. a-i: Responsibilities of Counselor Educators
- F.8. a-d: Student Welfare
- F.9. a-c: Evaluation and Remediation
- F.10. a-f: Roles and Relationships between Counselor Educators and Students
- F.11. a-c: Multicultural/Diversity Competence in Counselor Education and Training Programs

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.
- The following sections of the ACA Code of Ethics have specific relevance to culturally competent supervision: A.2.c, B.1.a, C.5, E.5.c, and E.8.

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

Verification of Training

The University of Lynchburg Counselor Education Program asks that you please complete the verification form linked below as evidence of completing this training.

Completion of **Supervising Clinical Mental Health Counselors-in-Training** module

Clinical Mental Health Counseling Faculty Supervisors Contact Information

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