

BENCHMARK PERSONAL SUPERVISION MODEL

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Abstract

The counseling supervision role is as important as counseling education. It can even be considered continuing education for newly graduated counselors. There are many standardized models for supervision. So many it may be difficult to decide which one to choose from.

Counseling supervision is a means to educate, consult, and counsel new counselors as well as to edify the profession. This paper will discuss three types of counseling models: psychotherapy, developmental, and process. This paper will also provide a biblical worldview and how to incorporate spirituality into the supervision process.

Benchmark Personal Supervision Model

Counseling supervision is a responsibility and a process. It is the responsibility of the profession to guide and train upcoming clinicians to become empirically knowledgeable, grounded clinicians. However, established processes must ensure that the guidance and practicality of supervision are consistent with the profession's ethical guidelines, empirical research, and theories. Supervision is not only a process of professional development but also a process of personal growth. Thus, several models of leadership have been formed.

The primary role in counseling supervision is teacher counselor consultant. In the teacher role, the supervisors assist with modeling, role-playing, and teaching counseling skills and interventions. In the counselor role, the supervisor examines the supervisee's self-reflection, countertransference, and emotional well-being related to their caseloads. The counselor role should be tightly guarded as the supervisor should not become the supervisee's counselor. Therefore, if the supervisor feels the supervisee needs further assistance, they should be referred to their counselor. The supervisor practices the consultant role when reviewing case conceptualization and examining the supervisee's actions as well as suggesting training or readings the supervisee should complete to enhance their counseling competency.

As a leader, it is important to understand all models of leadership within your field. To know which model you may employ when working with supervisees, it is more important to understand your style and what identifies your philosophy. For example, if your philosophy is that it is important to be supportive of individuals, provide them with positive reflections of themselves, to be that change factor that sees and hears them and gives them a voice then you are more inclined to follow the Humanistic Relational (Person-Centered) model of supervision.

Foundational Theoretical Model

Foundational theoretical models, also known as Psychotherapy models, are supervision models rooted in empirically proven methods. A few fundamental theoretical models are Psychodynamic, Humanistic-Relationship, Cognitive Behavioral, Systemic, Feminist, and Post-Modern/Constructivist (Bernard and Goodyear, 2019). The initial structure of supervision began with the practice of observation, assistance, and the receipt of feedback (Arockiaraj, et. al., 2011). Thus, the premise of psychotherapy models of supervision is that supervisors tend to use a who of supervision that is based on the models of therapy and is consistent with theory.

As mentioned above, the Humanistic Relational model is based on Carl Rogers's person-centered approach. The person-centered approach purports that the supervisee already has what he/she needs inside of themselves to become a competent counselor. The role of the supervisor is to act as a supporter, and a collaborator to assist in the facilitation of the supervisee's growth (Myers, 2020). All clinical supervision models have parallels between theories and humanism (Peters and Rivas, 2018). The foundation of the Humanistic Relational model is that supervision is conducted with empathy, understanding, and positive regard. This model focuses on establishing an atmosphere of mutual trust and respect. It also recognizes each individual's use of free will. This model also operates under the premise of reciprocity which includes self-awareness of worldviews, value systems, human growth, and development to name a few (Peters and Rivas, 2018).

Though the Humanistic Relational model has a holistic approach to supervision, it does have its weaknesses. One is balancing the many roles of the supervisor (teacher, counselor, gatekeeper, consultant, etc.) with the atmosphere needed for growth (Myers, 2020). Another limitation of this supervision model is that some academia and researchers believe that

humanistic supervisors/counselors tend to ignore pervasive cultural influences that mold human practices (Peters and Rivas, 2019).

Developmental Approach

Developmental supervision models are all structured to focus on the needs of the supervisee. Some models focus on the stages of growth: beginner, intermediate, and advanced. Others are based on theories such as the psychosocial development theory, cognitive learning theory, etc. (Bernard and Goodyear, 2019). The Integrative Developmental Model (IDM) is the most commonly used developmental approach (Bernard and Goodyear, 2019).

The IDM is one of the developmental models that is considered to have three, sometimes 4 stages: beginning, intermediate, advanced, and sometimes 3i which is achieving a level of skill across all domains of competency (McNeill, 2018). The beginning stage of IDM usually consists of fundamental counselors who need the basic skills of counseling. They are highly motivated but struggle with anxiety and fear of being evaluated (Bernard and Goodyear, 2019). Level 2 supervisees are considered intermediate level and experience fluctuating confidence levels as they grow in the profession. Level 3 supervisees display secure achievement confidence. They are motivated and exude accurate empathy along with objectivity. In this stage, the supervisor is acting more in a consultant role and not as structured, providing guidance when the supervisee requests it (Bernard and Goodyear, 2019).

IDM focuses both on the supervisor's role as well as the supervisee's role. The supervisor's focus is on the supervisee's motive for becoming a therapist, how autonomously the supervisee can function in a clinical setting, and the supervisee's client awareness (McNeill, 2018). At the beginning of the supervision process, the supervisor provides more structure. As the supervisee progresses through each stage the supervisor reduces the amount of structure as

the supervisee develops. There are eight domains of clinical practice in this model that measure the supervisee's growth: intervention competency, assessment practices, interpersonal evaluation, case conceptualization, individuality in clients, theoretical orientation, the creation and administering of treatment plans and goals, and counseling ethics (Myers, 2020).

Supervision Process Model

The supervision process model is derived from the idea that supervision is an educational relationship between the supervisor and supervisee (Bernard and Goodyear, 2019). This model was developed by Hawkins and Sohet and is also called the Seven-Eyed model of supervision (McMahon, et. al., 2022). The Seven-eyed model of supervision focuses on the systemic and relational aspects of supervision and represents seven aspects of the therapeutic process: the client, interventions, client/therapist relationship, therapist process, therapist/supervisor relationship, supervisor process, and the relationship stakeholders (McMahon, et. al., 2022).

One of the approaches to supervision within the process model is the discrimination model. The discrimination model has three different supervision foci and three roles the supervisor must assume (Bernard and Goodyear, 2019). The three roles of the supervisor are being a teacher, counselor, and consultant much like the other supervision models. The three foci for supervision are intervention, personalization, and case conceptualization, also much like the other models of supervision.

The roles of the supervisor and the focus of supervision intersect in this model. For example, the teacher role intersects with the supervisee's ability to exhibit immediacy with their clients through interventions, can create a case conceptualization to represent the client's presenting problems, and can connect with the client in a way that creates a trusting environment for change with the client through personalization (Bernard and Goodyear, 2019). In this model,

a supervisor can switch between the three roles during the same supervision session depending on the supervisee's need. The supervisor roles of teacher and counselor are easily identifiable and distinct; however, the consultant role is still vague and hard to pinpoint (Bernard and Goodyear, 2019).

Biblical Worldview

Just as worldviews are unique for everyone, the same is true when considering spirituality in supervision. It is important to understand the spiritual viewpoint of your supervisee as well as how he/she interacts with clients based on this viewpoint. The Integrative Spiritual Development Model (ISDM) is a means for supervisors to work with their supervisees using spiritual guidance. The ISDM was initially created for substance abuse counselors to work with their clients on a spiritual level such as Alcoholics Anonymous who refer to their higher power (Bernard and Goodyear, 2019). It is believed that supervisees should be able to work with their clients incorporating spirituality as they would any other belief whether or not they share those same beliefs (Bernard and Goodyear, 2019). In this model, there are four areas the supervisor will address with the supervisee: interpersonal assessment, skill development, guided reflection, collaborative feedback, and mentorship.

Considering interpersonal assessment, the supervisor will utilize many different tools to assess the spirituality and ethical growth of the supervisees. The supervisor will also cultivate skill development such as recognition of cultural diversities to teach supervisees to do so with their own clients. Supervisors will facilitate guided reflection with the supervisee such as journaling, meditation, or other activities to inspire spiritual contemplation. Collaborative feedback is the method of not only supporting the supervisee but challenging them to listen to and understand the viewpoint of others. Lastly, mentorship is the supervisor guiding the

supervisee as to how they can integrate spirituality into their counseling practice (Bernard and Goodyear, 2019).

As mentioned several times in this paper, the three roles of the supervisor in supervision are consistent within all supervision models: teacher, counselor, and consultant. Matthew 20:25-28 says that the leader should be the servant. In each of these roles, the supervisor is the servant leading the supervisee to build up the supervisee. This theme is consistent throughout the gospel. Humbling oneself to lead another just as Jesus washed the feet of his disciples, we should also serve supervisees in the same manner.

Another biblical example of supervision and leadership is through Titus 2:7-8: “A godly leader should be a model of good works, and their teaching should be dignified, sound, and have integrity.” This speaks to the counseling supervision foundation, ethics, and professional principles. It is the model for strengthening the profession and raising a counselor up in the way they should go. There is no model in the Bible where a leader runs ahead of those who he is raising up. Like Psalms 20:8 says leaders should not only expect the best from those who follow them, but they should also help them excel. There is no model in the Bible where a leader runs ahead of those who he is raising up. Like Psalms 20:8 says leaders should not only expect the best from those who follow them, but they should also help them excel.

Conclusion

Supervision is a necessary proponent of the counseling profession. There are many models available to choose from. No data is saying one is better than the other. All of the models focus on teaching, consulting, and counseling the supervisee, even spiritually. Just as counseling clients desire to be seen and heard, so does the supervisee. Despite any belief supervision is relational, educational, empirical, and spiritual. Though this paper discusses four specific

supervision models, there are many more to be explored. Counseling is a growing profession and counseling supervision is an integral part of that growth.

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