

# **CLINICAL SUPERVISOR JOB DESCRIPTION:**

## **ECPY 602 PRACTICUM IN COUNSELING**

Spring, 2007

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442-5040

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### **REQUIRED TEXTS**

Bernard, J. M., & Goodyear, R. K. (2004). *Fundamentals of clinical supervision*, (3<sup>rd</sup> ed.) Boston: Pearson Allyn & Bacon.

Borders, L. D., & Leddick, G. R. (2005). *Handbook of counseling supervision* (2<sup>nd</sup> ed.). Alexandria, VA: American Counseling Association. (paper)

### **Recommended Texts**

Falender, C. A., & Shafronske, E. P. (2004). *Clinical supervision: A competency based approach*. Washington, DC: American Psychological Association.

Newfeldt, S. A., Iversen, J. N., & Juntunen, C. (1999). *Supervision strategies for the first practicum* (2<sup>nd</sup> ed.). Annapolis Jct., MD: American Counseling Association. (paper)

Watkins, C. E., Jr. (Ed.). (1997). *Handbook of psychotherapy supervision*. NY: Wiley.

### **GOALS**

For many of you, assuming the role of clinical supervisor for neophyte counselors will be your first full-fledged professional position replete with the attendant responsibilities and legal liabilities. As such, being one of the Graduate Assistant clinical supervisors for ECPY 602 Practicum in Counseling and Rehabilitation Counseling can be both intimidating and extremely rewarding. Thus, the purpose of the supervisor training and supervision is fourfold: (1) to assimilate the clinical supervision literature, including supervision theories and research; (2) to orient you to the administrative procedures and logistics of functioning as a 602 supervisor-instructor; (3) to review group therapy literature and theories, especially as applied to group supervisors; and (4) to learn supervisory skills and refine group leader skills. To these ends, you will be responsible for reading assigned reading (and beyond), participating in the supervisor training prior to the beginning of the spring semester, initiating and maintaining contact with the field supervisors, assuming full responsibility and authority for conducting the 602 supervision seminars, and participating in the weekly supervisor supervision sessions. Every effort will be made to empower you as the faculty person responsible for your section.

### **READINGS**

Because of the dual ethical/legal responsibilities for the client and the supervisee, you are expected to devote considerable energy to preparing yourself for your new role as well as continuing to develop and refine your expertise as a supervisor. In part, this means that you are expected to read as much as you possibly can: in the clinical supervision literature, the counselor-development literature, the supervisor development literature, the group therapy literature, and related and relevant clinical issues literatures. Attached you will find a reference list with a proposed schedule for the semester indicating when specific content would likely be beneficial. Again, you are strongly urged to read beyond this list and to reread the major contributions multiple times over the semester as you progress and develop as a supervisor. This is especially true for Bernard and Goodyear (2004); it is quite simply the best existing resource for clinical supervision. Each time I read these articles/chapters I re-learn or understand at a deeper level. I suspect the same will be true for you. In short, reading and assimilating the clinical supervision literature is considered a major component of your assistantship position.

***NOTE:*** 602 Readings can be found through the university's library web-site under e-reserve. The password is.

### ***PRESERVICE SUPERVISOR TRAINING***

At the end of the fall semester and during the 2 to 3 weeks prior to your first 602 supervisor class meeting (i.e., during the winter break), you will participate in approximately 15 hours of supervisor training. The training will consist of several activities (see attached outline) including review and discussions of the Border's supervisor videotapes, discussions of readings, role-plays and experiential activities (e.g., team building exercises), some didactic presentations, group planning/strategy sessions, and potentially an opportunity to talk with previous 602 supervisors. The intent of the preservice training is to equip you with the necessary skills, knowledge, strategies, and support to conduct your first group supervision session. In order to maximize this training experience, you are strongly advised to obtain a copy of Bernard & Goodyear and read chapters 1-10 well before the first training session. You may also want to review Yalom and your notes from your graduate group course. Also, please give me a copy of your fall, winter break schedule, spring semester schedule, and phone numbers by December 7. Please arrange your fall final exam week and winter break schedule to accommodate our training schedule.

### ***SUPERVISOR SUPERVISION***

We will meet once a week for a 3 hour long, supervisor supervision session (see Ellis & Douce, 1994). The purpose of the supervisor supervision sessions is fivefold: (1) to deal with administrative issues, problems, worries, concerns, questions, and answers that arise; (2) for one supervisor each week to present his or her supervisory issues (i.e., case presentation) and receive supervision from the group, (3) to afford nonpresenting supervisors an opportunity to present pressing issues or problems to the group and receive supervision, (4) to address and/or discuss more specific content (e.g., sexual attraction, termination, counselor development, case conceptualization, & so forth), and (5) to practice and refine specific supervisory and group process skills (e.g., IPR). We have set Friday's, 9:30 a.m. - 12:30 p.m. for our weekly supervision time. Please plan to meet weekly thru finals and May 16.

You will be required to videotape your weekly counselor supervision sessions. You are expected to review your videotapes weekly in order to develop and refine your supervisory skills. Guidelines will be offered during the preservice training. The case presentations will include the presentation of videotape segment(s) and will follow a modification of Border's (1991) group supervision model and Bernard's (1979) model (more details about this later). Anticipate approximately 90 minutes for the case

presentation/supervision segment each week.

### ***SUPERVISEE CASE PRESENTATIONS [& CONCEPTUALIZATION]***

The case presentations serve two purposes: first, it provides you the opportunity to receive feedback on your performance as a supervisor from the group; and second, it allows you to obtain suggestions for dealing with problematic aspects of group supervision.

The case presentations in supervisor supervision should include the presentation of audio/videotaped segments of the supervision session(s) and will follow Border's (1991) group supervision model and Bernard's (1979) model (more details about this later). I strongly encourage you to present the most difficult or challenging (threatening) segments of supervision. They provide the most opportunity to grow and learn. It is equally important to present a segment where you did something well. Anticipate approximately 60-75 minutes for each case presentation.

Please distribute any materials to members of the group at least **48 hours in advance** of your presentation. We will use TrueCrypt to encrypt our electronic case conceptualizations both for supervisor supervision and for clinical supervision (more specific info will follow). If you are unable to present a case on your designated day, it is your responsibility to arrange for another group member to present during that time. You are also responsible to ensure that the tape excerpts are clear and audible.

**Case Conceptualization.** At least once during the semester, your presentation will include a written (typed) case conceptualization (2 pages). The written portion must include aspects described in the Supervisee Case Presentation Outline (attached) as well as the most recent progress notes for the supervisee you are presenting.

The case conceptualization is an opportunity to choose at least one supervision theory with which to conceptualize the supervision case. The theoretical conceptualization should be at least 1 page in length. The emphasis on the conceptualization is on integrating and synthesizing data about the supervisee, counseling sessions, and supervision, especially applying theory to account for and explain these data. Only the written materials will be evaluated.

### ***CONTACT WITH SITE SUPERVISORS***

During the first week of the semester, usually after your first 602 class session, you will need to contact each site supervisor. The purpose of this contact is to introduce yourselves to the site supervisor, review the basic requirements for the practicum, and respond to any questions or misconceptions. Make sure they have obtained and read both the Field Practicum Manual and the course syllabus. Prior to the mid-term point and end of the semester, for each counselor (student) contact the site supervisor, the purpose of which is to address the progress and problems the site supervisor or student is experiencing. Of course, you are expected to maintain follow up contact with site supervisors for any problems at the site or with the counselor.

### **ADMINISTRATIVE TASKS AND RESPONSIBILITIES**

As might be expected there are numerous administrative tasks for which you are responsible as the 602 instructor. Listed below are the primary ones (non inclusive). Please type all materials given to me.

- ❖ Update the syllabus and give to secretaries two weeks before the semester begins for copying
- ❖ Update the e-reserve readings -- **password** is
- ❖ Using the log sheets (attached), you will monitor weekly for each student (i.e., keep records): (a) number of clients and client contact hours, (b) number of hours at the site, (c) number of hours in one-on-one supervision, (d) number of hours of one-on-one counseling and typical length of sessions, and (e) if applicable, the number of group and family therapy hours. In addition, you will need to track attendance and tardiness as well as timeliness and appropriateness with case notes.
- ❖ After your first class session, give me a summary information sheet of your 602 section; include student's name, site, site supervisor, phone number for student and for the site, and the student's schedule indicating when he or she is at the site.
- ❖ At midterm and at the end of the semester (prior to assigning grades), you will need to give me a summary evaluation for each student that includes aggregate data from the log sheets (totals for the semester), include the site information (see preceding paragraph), indicate the student's strengths and weaknesses, and any concerns you have; indicate whether the student should pass or fail. This material is confidential; however, you are expected to discuss the information with the student (see below). You will also need to complete the *Counselor Evaluation Form* (from Field Manual) for each student and give them a copy.
- ❖ At approximately the midpoint of the semester, you will meet individually with each student for a 30 minute supervision session. The purpose of this session is to review the student's progress, provide evaluative feedback, address any concerns and issues (problems), and plan for the second half of the practicum.
- ❖ At the end of the semester, prepare an evaluation of each site and supervisor; include strengths, limitations, and your recommendation if the site should be used again (with your rationale).
- ❖ You will need to document (initially for your own records) any problems that arise at the site or with the student. If after you have unsuccessfully attempted to resolve the issue with the site supervisor and/or student, I may ask you to prepare typed documentation of the incident, problem, or issue (this will be a last resort unless an ethical-legal violation has occurred).
- ❖ Students will be expected to evaluate you as their faculty supervisor using the *Group Supervisor Evaluation Form* (attached).
- ❖ As part of the evaluation process, you are expected to use to evaluate me, your supervisor using the CES Competencies Evaluation Form. I will also use the same set of questions to provide feedback to you. We will have the opportunity to discuss our evaluations during the final supervisor supervision session.

### **SUPERVISION SESSION NOTES**

Adhering to the guidelines offered by Bernard & Goodyear (2004), you are expected to maintain a file of supervision session notes wherein you document what occurred in the supervision sessions, including group process issues, and a notation about each student (see references on case notes & group session notes). These notes are your files and must be guarded with strictest confidentiality (i.e., protect them from curious eyes, etc.). I strongly encourage you to use TrueCrypt for electronic files.

### **SELF-ASSESSMENT**

During the preservice training (prior to your first class session), you will be asked to prepare an honest, yet benign assessment of your present skills as a counselor and as a supervisor as well as your goals for the semester as a supervisor. Because this typed paper parallels the paper your students will prepare, follow the guidelines in the 602 syllabus (p. 3) except the focus will be your role as a supervisor. You should also complete the self-assessment questionnaire from Chapter 1 of Borders & Leddick (Figure 2, 1989; I will email you this) to help you prepare your paper.

**Optional.** At the end of the semester you will prepare a type written analysis of your experiences as a 602 supervisor (includes supervisor training and supervision). Being an informal document, (a) you will review what you learned, (b) identify your strengths and growth edges, (c) indicate what worked for you and what did not, and so forth; be comprehensive, specific, and behavioral (include the 4 sections from the first self-assessment). This paper is due by the last supervisor supervision session. Complete the self-assessment questionnaire again to help you prepare this document (e.g., Figure 2, Bernard & Leddick, 1987).

### **JOURNAL**

I strongly encourage you to keep a journal of your experiences over the semester. This is clearly for you only. I along with your previous colleagues found that a journal was not only helpful in dealing with all the attendant emotions of being a neophyte supervisor, but also to really help me see just how much I learned and grew over the semester. I encourage you to focus on your reactions to counselor supervision sessions and supervisor supervision sessions, readings, peer supervisor interactions, and reviewing your tapes.

### **FEEDBACK**

At the conclusion of the semester, we will devote approximately 60-90 minutes to reviewing the 602 course and devising specific recommendations to revise, modify, and strengthen the practicum, the supervision sessions, supervisor training and supervision, as well as providing specific feedback to me on how I can improve the 602 "experience." In addition, I will not only encourage you, but also will directly solicit feedback from you on an ongoing basis. If you don't like the way something is done or handled, or react strongly and negatively to any "structure," I need to know about it (PDQ) and explore ways to accommodate your preferences.

In short, the 602 supervision experience represents a major step in your transition from student-trainee to professional and you are expected to comport yourself in a professional manner in all aspects of the seminar. An incident of unethical conduct will result in a referral to the appropriate Departmental and University Committees.

*Note:* Any student who has documented a disability through UA Disabled Student Survives (CC 137, 442-5490) and is in need of academic accommodations should notify the instructor of this course. Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

*Note:* Students are expected to comply with the University at Albany's *Community rights and responsibilities*. An incident of unethical conduct (e.g., cheating, plagiarism) or classroom disruption will result in a Fail and referral to the appropriate Departmental and University

Committees.

*Note:* Extensions of deadlines are given under only the most extreme circumstances.

*Note:* Please turn off all cell phone and beepers during class time.

*Note:* All papers must be typed according to APA style (don't forget to check spelling and grammar).

**SUPERVISEE CASE CONCEPTUALIZATION PRESENTATION OUTLINE**

## I. Supervisee Summary (note: use a false first name initial)

- A. Supervisee Demographics (gender, race, age, experience, site, types of clients)
- B. Mutually Agreed Upon Goals

## II. Supervisor Impressions

- A. Description of Supervisee (strengths, limitations, & weaknesses)
  - a. Supervision (interpersonal style & interactions)
  - b. Supervisee Professional Development & Skill Level (e.g., empathy, interventions, interpersonal process, assessment, conceptualization, writing, administrative, peer interactions, professional attitude, and so forth)
  - c. Supervisee impairments, if any
- B. Supervisory Relationship
  - a. Describe it & include strengths and weaknesses in the relationship
  - b. Dynamics related to gender, ethnic-racial-cultural, sexual orientation, age, etc.
  - c. Conflicts: current or potential
  - d. Supervisor countertransference issues (always there!)

## III. Supervisory Interventions

- A. Supervisee's Progress To Date (include number of supervision sessions, summary of sessions up to the present, interventions used thus far & which were effective/ineffective, her or his work with clients, assessment of client progress, etc.)
- B. Progress on Supervisory Goals
- D. Unanswered Questions (rank order most salient first)

## IV. Theoretical Supervisee Case Conceptualization (1 page)

(include proposed future intervention strategies & your rationale, integrate theory)

## V. What Do You Need in Supervision (rank order)?

## Supervisor Competencies

(From Joan I. Rosenberg, Ph.D., USC)

Supervisor trainees should be able to consistently exhibit:

- a. an ability to use attending behaviors, open-ended questions, summarization of content, and empathic responses;
  - ❖ to discriminate correctly and accurately between these four types of responses
  - ❖ to assist your supervisees in developing these skills, and
  - ❖ to identify subtle shifts and progress in this area
- b. an ability to critique the supervisees skill level and ability to provide constructive feedback in a direct yet gentle or diplomatic way (think about how you could receive the feedback you would like to provide and use this as an internal guide)
- c. an ability to identify and confront difficult or challenging issues that arise in the course of providing supervision
- d. an ability to utilize feedback provided to you on your supervision (supervision of supervision)
- e. an ability to keep your individual issues from interfering with the process of supervision with your supervisees
- f. an ability to engage in “here and now” use of the supervision session to teach or elaborate concepts related to therapy or client material that will assist your supervisee’s learning
- g. an ability to establish rapport with each of your supervisees
- h. an ability to help the supervisee move the client they are working with toward the source of their emotional distress vs. away from it
- i. an ability to provide direction to the supervisee (e.g., next steps they can take) in various arenas of development (basic skills, process issues, case content, case conceptualization, administration)
- j. an ability to keep your major focus on the supervisees’ development along with client material you may be working with vs. an over-focus on client material to the exclusion of ways in which the supervisee may develop
- k. an ability to move back and forth between addressing content and process issues and then being able to begin helping the supervisee learn other bodies of knowledge
- l. an ability to use multiple techniques to enhance supervisee learning (e.g., modeling responses, having them brainstorm answers to their own questions followed by your guidance, silence, metaphors, use of direct feedback, ‘here and now’ session use, etc.)
- m. an ability to move between various responsibilities (e.g., consultant, teacher, evaluator) so that you are not singularly focused on only teaching as your mode of supervising
- n. an ability to go beyond helping the supervisee learn basic skills – especially by beginning to help them learn about “process”
- o. an ability to identify and address issues that may be related to personal issues which could interfere with the supervisee’s ability to engage in effective therapy without moving into counseling the supervisee

# Clinical Supervision Practicum Training Log

Student: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Number of Practicum Trainees: \_\_\_\_\_

Instructions: In each box write the number of hours in which you participated in a given activity.

Activity	Week Beginning														Activity Totals	
	Sep 9	Sep 16	Sep 23	Sep 30	Oct 7	Oct 14	Oct 21	Oct 28	Nov 4	Nov 11	Nov 18	Nov 25	Dec 2	Dec 9		
Individual Supervision of Trainees																
Group Supervision of Supervision																
Reviewing Supervise Therapy Tapes/Sessions																
Reviewing Own Supervision Tapes																
Supervision Notes & Records																
Peer Group Supervision																
Other:																
Other:																
Weekly Totals																
<b>Total Hours</b>																

Student Signature: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

- Note: Make copies of this completed form for your faculty supervisor and yourself.

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist, 62*, 271-286.