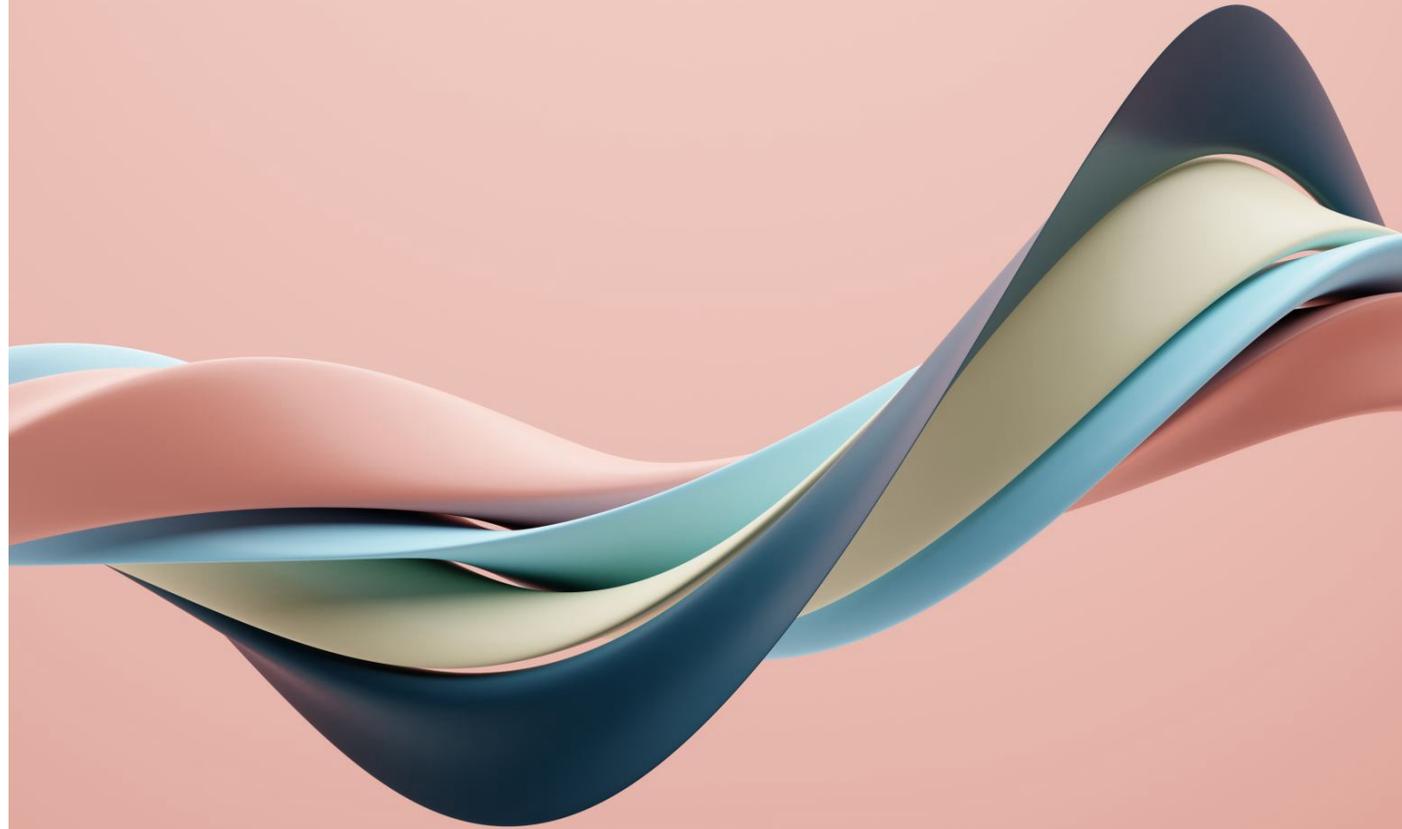


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# **THE IMPORTANCE OF CLINICAL SUPERVISION: CLINICAL GROWTH, COMPETENCIES, STANDARDS AND LAWS**

Counseling Centers of New York  
May 2024

Sarah F. Spiegelhoff, Ph.D., LMHC, NCC



# About Me

**Sarah F. Spiegelhoff, Ph.D., LMHC, NCC**

**Visiting Assistant Professor | SUNY Oswego, Counseling Psychological Services**

*Location: Syracuse Campus*

*Current Courses Taught: Foundations of Mental Health Counseling, Ethics, Prepracticum, MHC Practicum, MHC*

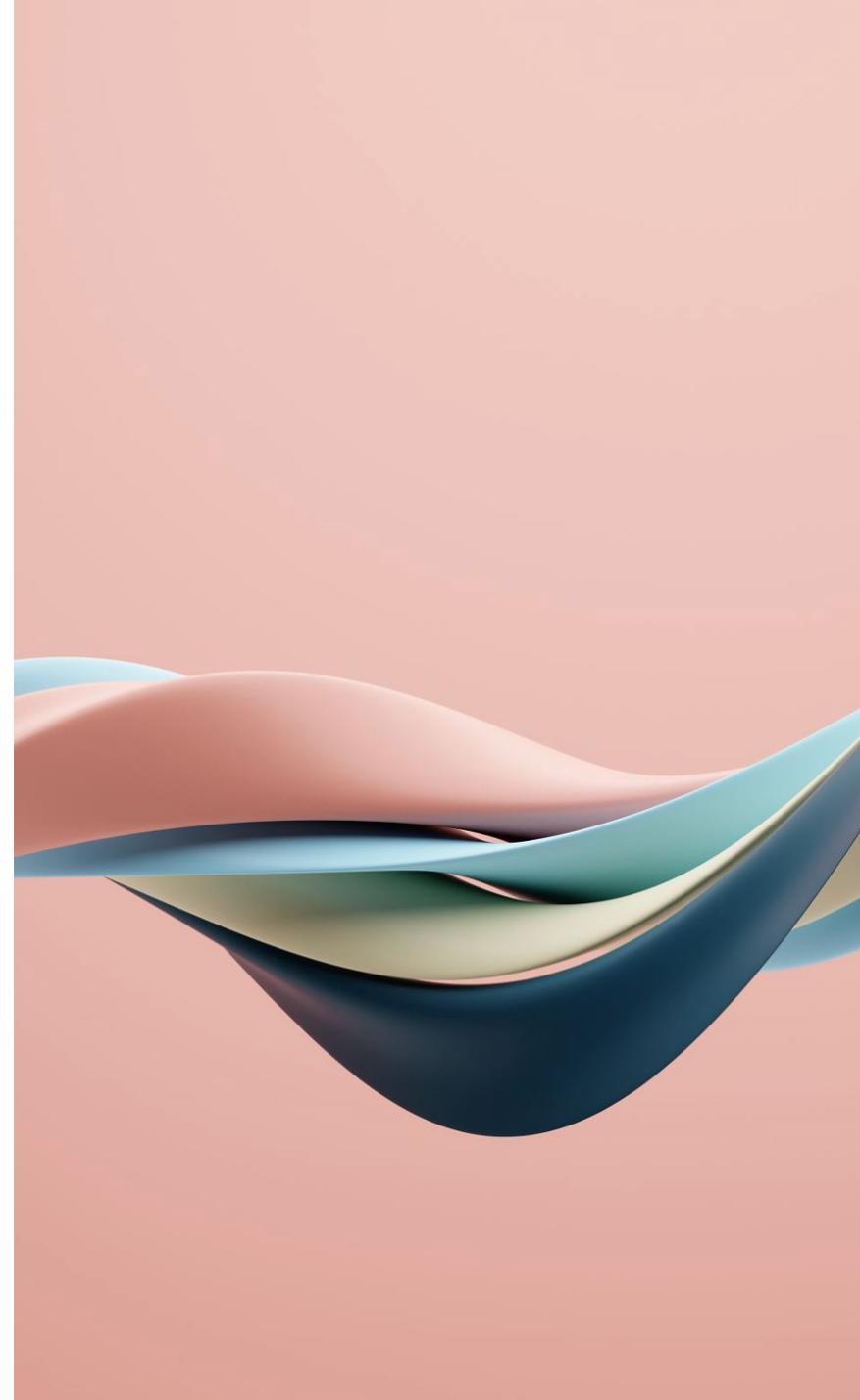
*Internship, Advanced Diagnosis*

**Owner & Mental Health Counselor | Dr. Spiegelhoff & Associates**

## ***Previous Experience***

10 Years College Counseling | Clinical Supervisor and Director

Professional Organization and Legislative Advocacy | Past President and Board Member of the American Counseling Association of New York



# CLINICAL SUPERVISION OF GRADUATE INTERNS

*Why, What, and How* 

# *Why* is Clinical Supervision for Interns Necessary?

It is considered an important component of the educational training  
for mental health clinicians (Bernard & Goodyear, 2014; Watkins, 2013; Watkins, 2017).

## And...

- Specific course requirements.
- Accreditation requirements.
- State requirements.

# Clinical Mental Health Counseling 2024 CACREP Standards

## Practicum & Internship (Fieldwork) Basics

Students are covered by **individual professional counseling liability insurance** while enrolled in practicum and internship.

**Supervision of practicum and internship students includes secure audio or video recordings** and/or live supervision of students' interactions with clients that are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.

Students have the opportunity to become familiar with a **variety of professional activities and resources**, including technology, as part of their practicum and internship.

In addition to the development of **individual counseling skills**, during either the practicum or internship, students must lead or co-lead a **counseling or psychoeducational group**.

*\*New to CACREP standards.*

Formative and summative **evaluations of the student's counseling performance** and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.

# Clinical Mental Health Counseling 2024 CACREP Standards

## Practicum & Internship (Fieldwork) Hours

### *Practicum Requirements*

- A minimum of 100 hours (120 hours at SUNY Oswego).
- 40 hours must be direct contact with clients.
- 1 hour per week must include individual or triadic supervision.

### *Internship Requirements*

- A minimum of 600 hours (300 per semester).
- 240 hours must be direct contact with clients (120 per semester).
- 1 hour per week must include individual or triadic supervision.

**Direct hours include:** individual counseling led by the student counselor, group counseling led by the student counselor, co-facilitated individual or group counseling, psychoeducation provided to clients (e.g., college students, faculty, and staff), and other direct contact with clients (e.g., phone calls, etc.).

**Indirect hours include:** supervision, case consultation, class time, administrative work (e.g., notes, treatment plans, onboarding, etc.), case management, preparation for groups and psychoeducation, and professional development (e.g., webinar, conference, etc.).

# Clinical Mental Health Counseling 2024 CACREP Standards

## Practicum & Internship (Fieldwork) Site Supervision Requirements

*Each student receives **individual and/or triadic** supervision on a regular schedule that averages **one hour a week** and is provided by at least one of the following:*

*A fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.*

# Clinical Mental Health Counseling 2024 CACREP Standards

## Practicum & Internship (Fieldwork) Site Supervision Qualifications

### **Fieldwork site supervisors have:**

1. A **minimum of a master's degree**, preferably in counseling or a related profession;
2. Active certifications and/or **licenses** in the geographic location where the student is placed, preferably in counseling or a related profession;  
*\*A clinical license is required for NYS standards.*
3. A **minimum of two years post-master's professional experience** relevant to the CACREP specialized practice area in which the student is enrolled;
4. Relevant **training** for in-person and/or distance counseling **supervision**;
5. Relevant training in the technology utilized for supervision;  
and
6. Knowledge of the program's expectations, requirements, and evaluation procedures for students.

# Clinical Mental Health Counseling 2024 CACREP Standards

## Practicum & Internship (Fieldwork) Coursework

**Three semesters**, typically following a prepracticum class. Students often may have taken or concurrently take courses on theories, development, diagnosis, and ethics.

*Specific practicum and internship coursework may vary depending on professor.*

Practicum courses generally meet weekly for three hours. Internship courses may meet weekly for 1.5 hours or biweekly for three hours.

Courses contain didactic work and group supervision.

- Didactic work examples: review of theory, review of diagnosis, other topics.
- Group supervision example: student case presentations (video, audio, or case only).

## Spiegelhoff, Spring 2024

- **Time:** Class meets weekly for 2.5 to 3 hours.
- **Documents:** Complete by student and site include site agreement signed by supervisor, mandated reporter training certificate, copy of liability insurance, hour logs signed by supervisor, and student evaluations completed by supervisor.
- **Assigned reading:** Afford, P. (2019). *Therapy in the Age of Neuroscience: A Guide for Counsellors and Therapists*. Routledge.
- **Assignments:** Weekly reflection journals (experience & reading), advocacy paper (role of MHC), case notes, case review.
- **Evaluation and Assessment:** Communication with site supervisors, review of site supervisor student evaluation, review of assignments and in-class reviews.

# Clinical Mental Health Counseling Practicum Course Example

*Spiegelhoff, Spring 2024*

**- Case Review**

- Students must record\* as many counseling sessions as possible.
- Students must share approximately four videos per week with professor, once having established case load.
- Students must present approximately four, 10-minute clips of video recordings in class. Presentations focus on:
  - What the student is doing (technique, theory, intervention, etc)?
  - Why the student may have used a technique?
  - Case conceptualization (reason for counseling, issue presented, theory, diagnosis, etc.)?
  - Strengths and areas to improve.

\*VA only permits audio recordings. Audio recordings may not leave site. Professor may listen to recordings with students at site. Student will present cases without recordings in class.

# Clinical Mental Health Counseling Practicum Course Example

# TRIGGER WARNING!!!

New York State Licensure Law



# Clinical Mental Health Counseling

## New York State

### **NYS: Current LMHC licensure requirements**

- Minimum of a master's degree, 60 credits. CACREP or the equivalent.
- 3000 hours, 1500 must be direct contact.
- Successful completion of NCHMHCE.
- Approved supervisors: Mental Health Counselor, Physician, Physician Assistant, Psychologist, Licensed Clinical Social Worker, or Nurse Practitioner

# Clinical Mental Health Counseling

## New York State

### **NYS: New Requirements and Diagnostic Privilege for Mental Health Practitioners (LMHC) - June 24, 2024.** *Similar for LMFT and Psychoanalysts.*

- Minimum of a master's degree, 60 credits. 12 clinical credits. CACREP or the equivalent.
- 3000 hours, 2000 must be direct contact.
- Successful completion of NCMHCE.

### ***Current licensed clinicians - diagnostic privilege.***

- Minimum of **60 credits**, with **12 clinical credits**.
- Approved supervisor providing attestation: **3000 hours of diagnostic and assessment-based treatment planning.**  
**Approved supervisor:** Licensed Clinical Social Worker, Psychologist, Physician (Psychiatry or Neurology), Mental Health Practitioner who holds diagnostic privilege on or after June 24, 2024 (LMHC, LMFT, Psychoanalyst).  
\*Supervisors may be LMHC if working at exempt site (e.g., OMH, OASAS, etc.). Would not apply to college counseling.
- If licensed clinicians do not qualify for the above pathway, they may apply for a diagnostic privilege permit.
- Belief that graduating students, new LPs, will not have to apply for privilege if LP education and experience meet criteria.

# *What* is Clinical Supervision?

## **Discrimination Model** (Bernard & Goodyear, 2014)

*An intervention provided by a more senior member of the profession to a junior colleague...typically members of the same profession.*

Key aspects of model:

- Evaluative and hierarchical.
- Extends over time.
- Purpose of enhancing professional functioning



# What is Clinical Supervision?

## Discrimination Model (Bernard & Goodyear, 2014)

### Supervisor Roles

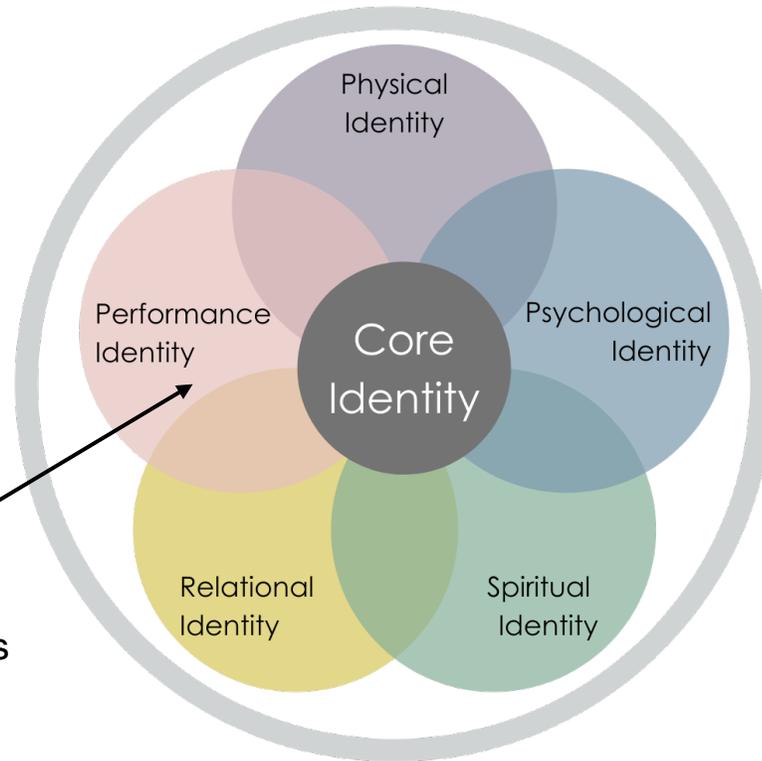
- Teaching
  - Supervision is driven by the specific needs of the supervisee. Focuses on skills and knowledge. Gatekeeping role.
- Counseling
  - Therapeutic, intending to increase effectiveness. May address the supervisee's problematic behaviors, feelings, and thoughts.
- Consultation
  - More equal partnership in supervision. Advanced trainees and clinicians.

# Other Considerations About Clinical Supervision

- Counseling style.
- Method of supervision.
- Is there a didactic/learning aspect?
- Do you watch videos in supervision?
- How much of your supervision time is spent between administrative work and clinical work?

# Wellness Identity Model

Spiegelhoff & Brown-Smythe (Research in Development)  
Brown-Smythe & Spiegelhoff (2022)



Practicum & Internship Students

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***How* Does  
Clinical  
Supervision  
Support  
Professional  
and Personal  
Growth?**

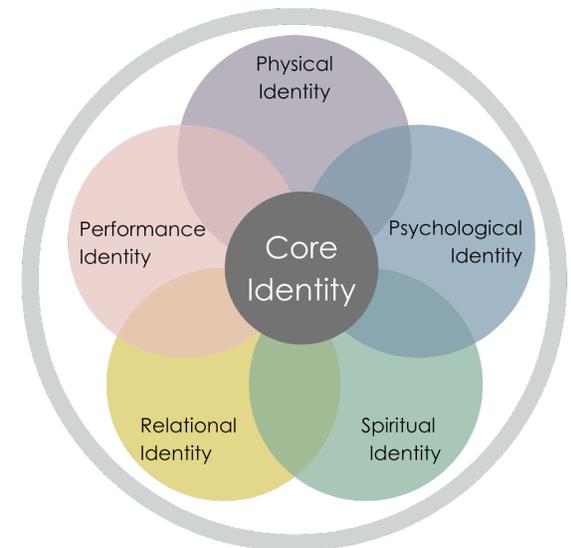
# Wellness Identity Model

Spiegelhoff & Brown-Smythe (Research in Development); Brown-Smythe & Spiegelhoff (2022)

## Background Methodology

How clients understand who they are and their identity affects how they understand and achieve greater wellness.

- Review of existing wellness models.
- Review of literature on identity development.
- Prior research to guide findings.
- Directed content analysis – extend the existing theoretical framework.
- 400+ identity variables were identified and deductive coding.
- Coded data was used to operationalize domains (Hsieh & Shannon, 2005).



# Performance Identity

Concerning the ability or inability to achieve success, including motivation, competence, determination, and autonomy.

# What is Clinical Growth?

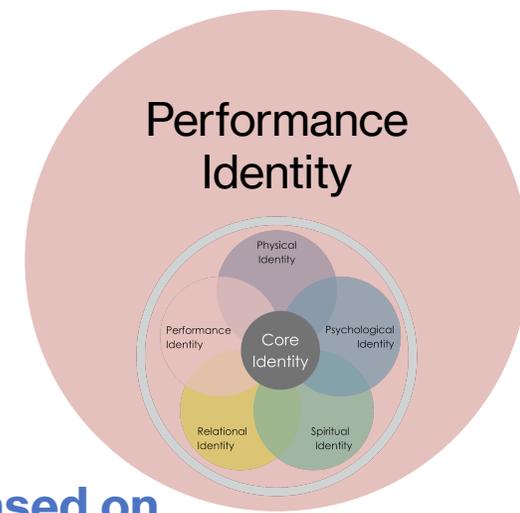
## - Traditionally thought of as:

- Knowledge
  - Theory, diversity, crisis management, diagnosis, etc.
- Skills
  - Techniques and interventions.
- Professionalism
  - Completing work, arriving on-time, engagement.

## - Recommended considerations based on *Performance Identity*

Spiegelhoff & Brown-Smythe (Research in Development)  
Brown-Smythe & Spiegelhoff (2022)

- Successful outcomes
  - As students and with clients.
- Motivation
  - Are the students driven?
  - Do they have determination?
- Autonomy
  - Do the students take initiative?
  - Do the students make informed decisions?
- Is the student confident?
  - It is normal for a student to have doubts, but do the students believe in themselves?



**Clinical supervision should create a supportive environment that focuses on the learning and growth of the supervisees** (Coleiro, Creaner, & Timulak, 2023).

**As a supervisor, consider the following:**

- How much time is spent on administrative work?
- Is supervision primarily focused on reviewing cases based on presenting problems and client issues?
- Do I challenge the supervisee when he/she/they are stuck?  
Or do I give the supervisee answers and solutions?
- Do I encourage the student to conceptualize the case?
- Do I support the supervisees in sharing how their personal life, values, and beliefs affect their work as a counselor?

**How Does  
Clinical  
Supervision  
Support  
Professional  
and Personal  
Growth?**

## How is time spent in clinical supervision?

Time allocation may change as student progresses through three semesters.

*This is only an example. Specific needs with vary across students.*

### First and Second Semesters

- Much clinical guidance and education.
- Clinical observation.
- Frequent review of administrative work (hours completed, notes, etc.).
- Begin supervision on case conceptualization, challenging students, and beliefs.

### Second and Third Semesters

- Supervision may shift more towards case conceptualization and challenging students.
- Early identification of counseling style.
- More awareness on student beliefs.

# Time Spent in Supervision

## Challenge students to think for themselves. If they are stuck, encourage them to think of possibilities.

- Parallel to counseling: Counselor will offer interpretation after processing experience, beliefs, and emotions with client.

## Encourage student to think about biopsychosocial factors.

- How is the client's culture related to their presenting issues? Why is the client prescribed this medication? What are the client's strengths?

## Have the student consider the *linchpin* (Bergner, 1998)?

- Clinical assessment consists of: (a) organization of key facts, (b) frame the source in terms of factors for direct interventions, (c) share with client and determine how this is beneficial.

# Thoughts on Case Conceptualization

**Practicum and internship is a great time for students to explore various theoretical orientations, practice related interventions, and consider their own style.**

***That said...***

- In the master's degree program, students generally learn the minimum they need for graduation and to apply for an LP.
- Students need guidance and educational recommendations from professors and site supervisors.
- Encourage students to learn outside of the class.

# **Theory and Case Conceptualization**

# How to Help Students With Theory and Counseling Style

**Theory is for the counselor. Theory helps the counselor conceptualize cases and consider potential interventions. Theory should not change simply based on clients' needs.**

- Encourage students to read about theories and observe other counselors with different counseling styles.
- Have students assess their beliefs about the human psyche.

*Ask the following: how do you make sense of your client's issues?*

Do I believe the client's history matters, or do I focus on the present and future only?	Cognitive, Behavioral, Solution-Focused
Do I believe my client's emotional and psychological issues is because their thinking is not congruent with reality?	Cognitive
Do I believe my clients have problematic thoughts or behaviors because the environment supports it?	Cognitive, Behavioral
Do I believe that if I create a safe environment and my client is heard, this will lead to self-awareness?	Person-Centered, Humanistic
Do I believe my client has it within them to resolve their issues and currently experience restricted resources?	Person-Centered, Humanistic
Do I consider relationships?	Psychodynamic (Psychoanalysis, Object-Relations, Self-Psychology), Attachment, Family
Do I believe my client's issues may be unconscious motivations or behaviors that help them avoid negative feelings and develop from past relationships?	Psychodynamic (Psychoanalysis, Object-Relations, Self-Psychology)
Do I believe my client has deep-rooted, unconscious aspects of the self that contribute to current issues?	Psychodynamic
Do I believe my client struggles with self-awareness, meaning, and purpose in life?	Psychodynamic (Transpersonal), Existential
Do I believe my client lacks meaning in life and does not take responsibility for their actions?	Existential, Psychodynamic (Adlerian, Logo Therapy)



## Supervisor as counselor.

- Explore students' personal beliefs and values.
- How do their personal experiences influence how they view their role as a counselor?
- How do their personal experiences influence how they view their clients?

## Explore students' discipline and experience.

- How do students manage their time?
- Are students committed to professional growth and learning?
- Are students practicing self-care?

## Explore career goals.

- What do students want to pursue after graduation?
- What are students' long-term goals?

## Explore personal growth factors.

- Can students identify their strengths and areas needing improvement?
- Are students open to feedback?
- Are there additional resources that may help students?

# Becoming a Counselor Require Personal Growth

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# — QUESTIONS?

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