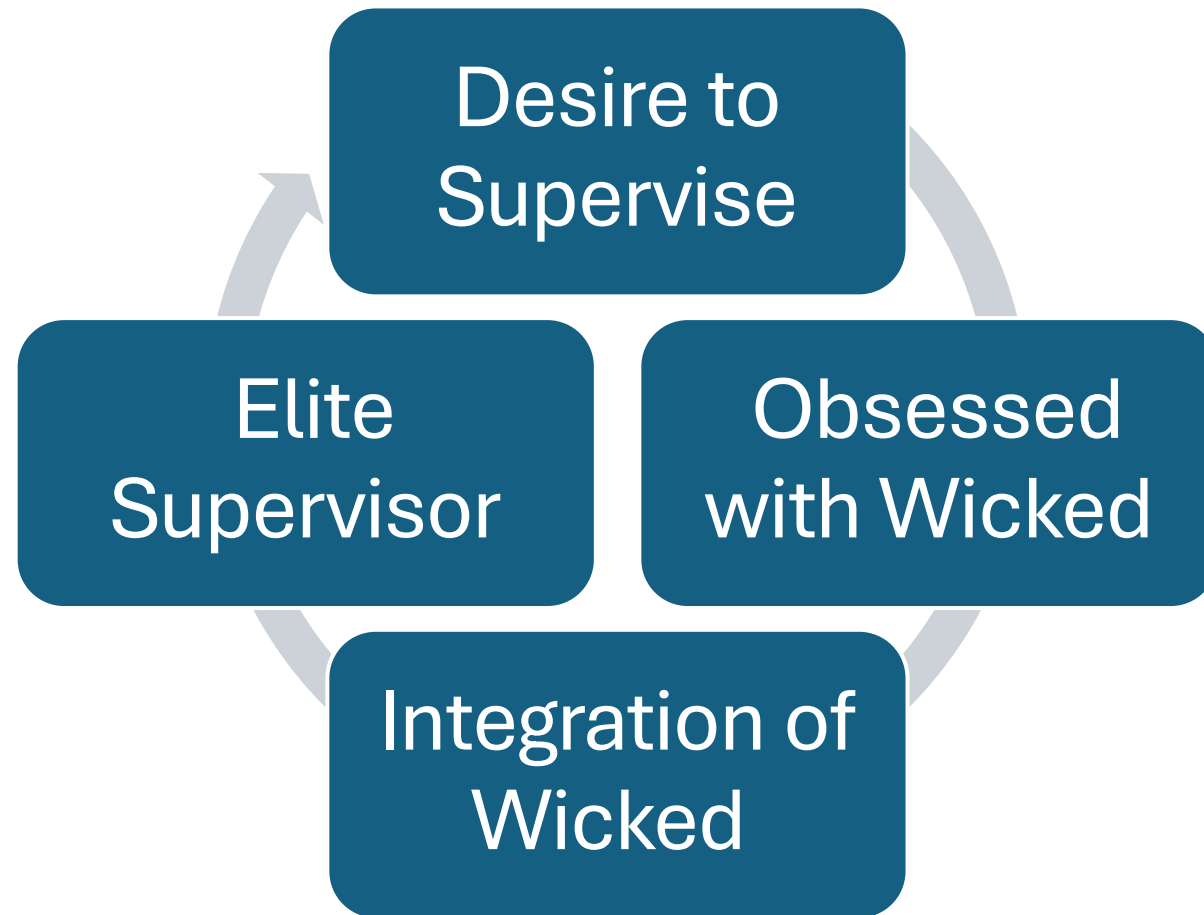


For New or Experienced
Supervisors...because I know
you want to learn about
Developmental Models of
Clinical Supervision! Now you Can!

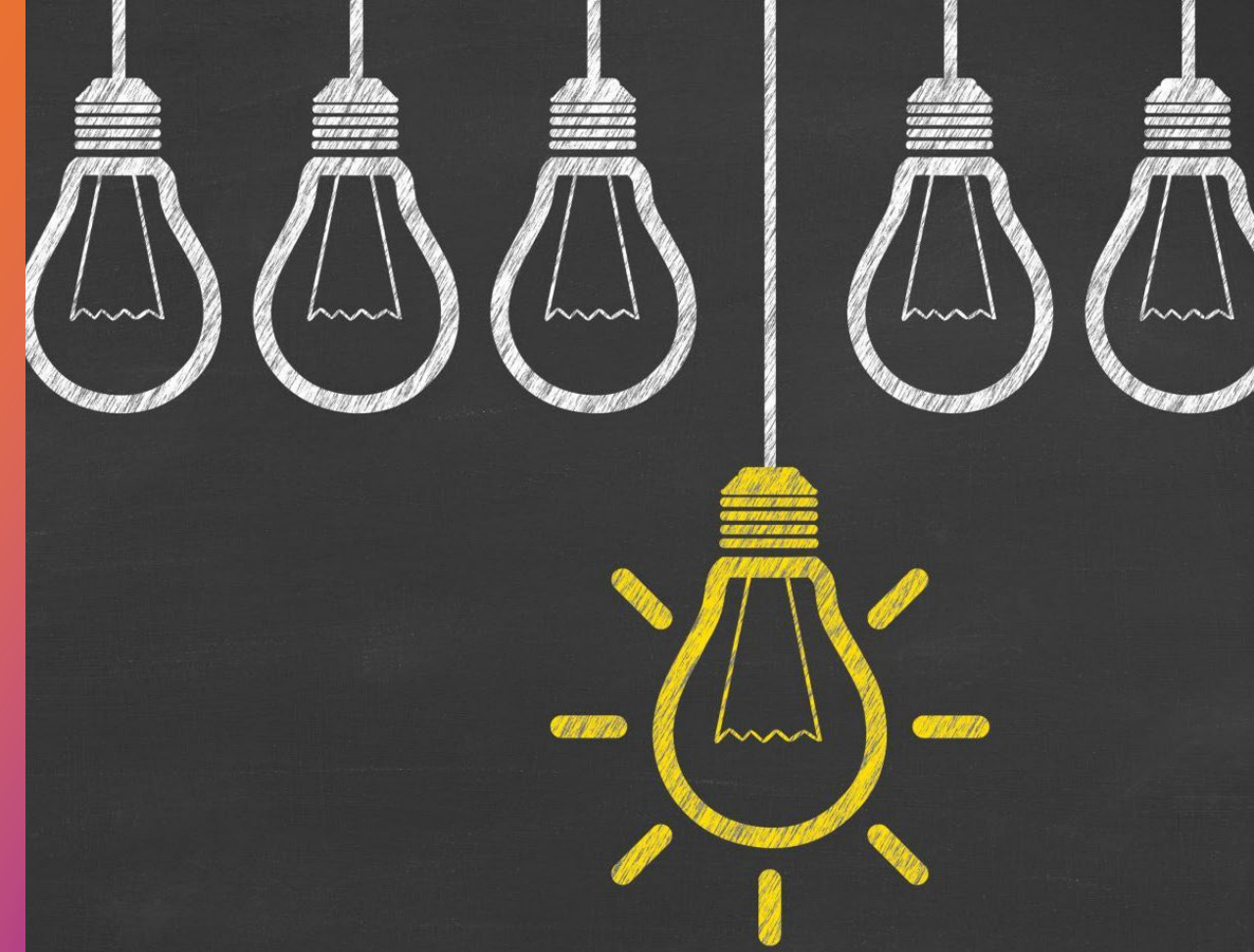
Jaime Castillo, PhD, LMHC
Director of Counseling Services, SUNY Geneseo
Cailley Wayman, MS, LMHC
Training Program Coordinator, SUNY Geneseo





For attendance and evals





"Supervision is essential to the development of supervisee's competence. But *only* if it is effective supervision, and too often this has not been the case."

(Bernard & Goodyear, 2019, p.8)

F.2. Counselor Supervision Competence

F.2.a. Supervisor Preparation

Prior to offering supervision services, counselors are trained in supervision methods and techniques. Counselors who offer supervision services regularly pursue continuing education activities, including both counseling and supervision topics and skills.

(ACA, 2014)

Agenda

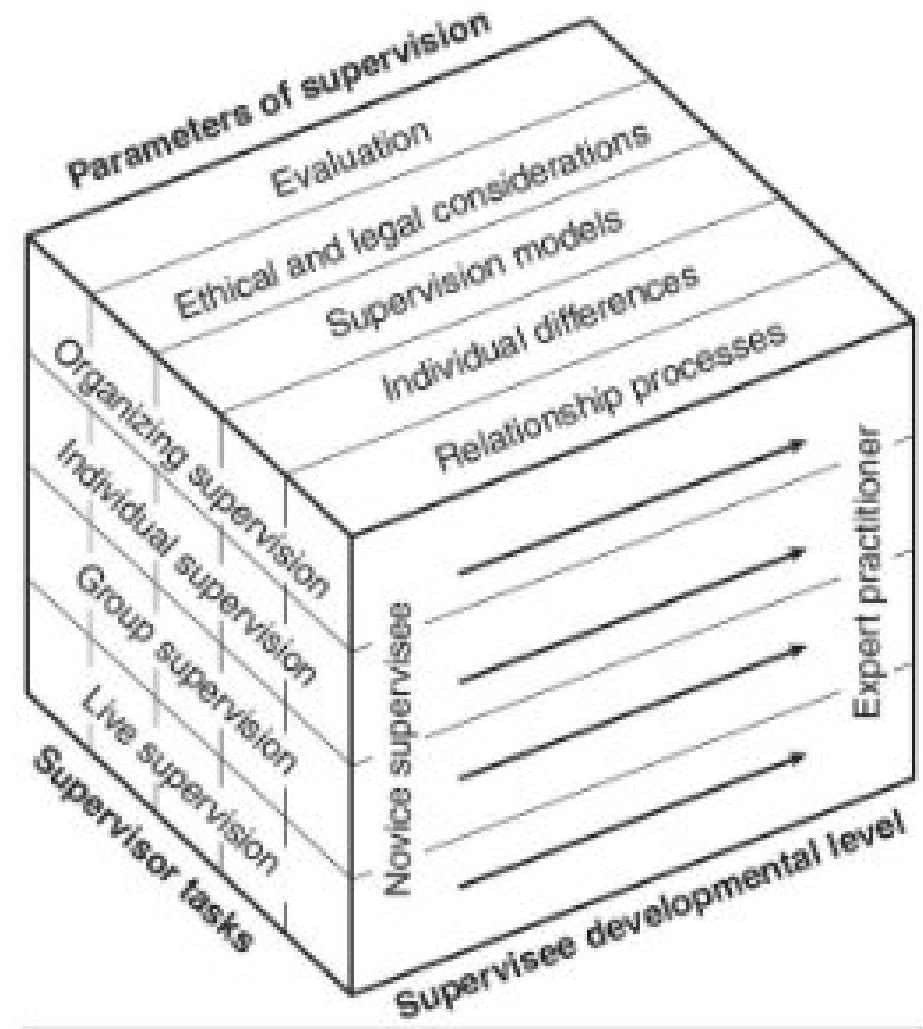
Review Foundations of Clinical Supervision

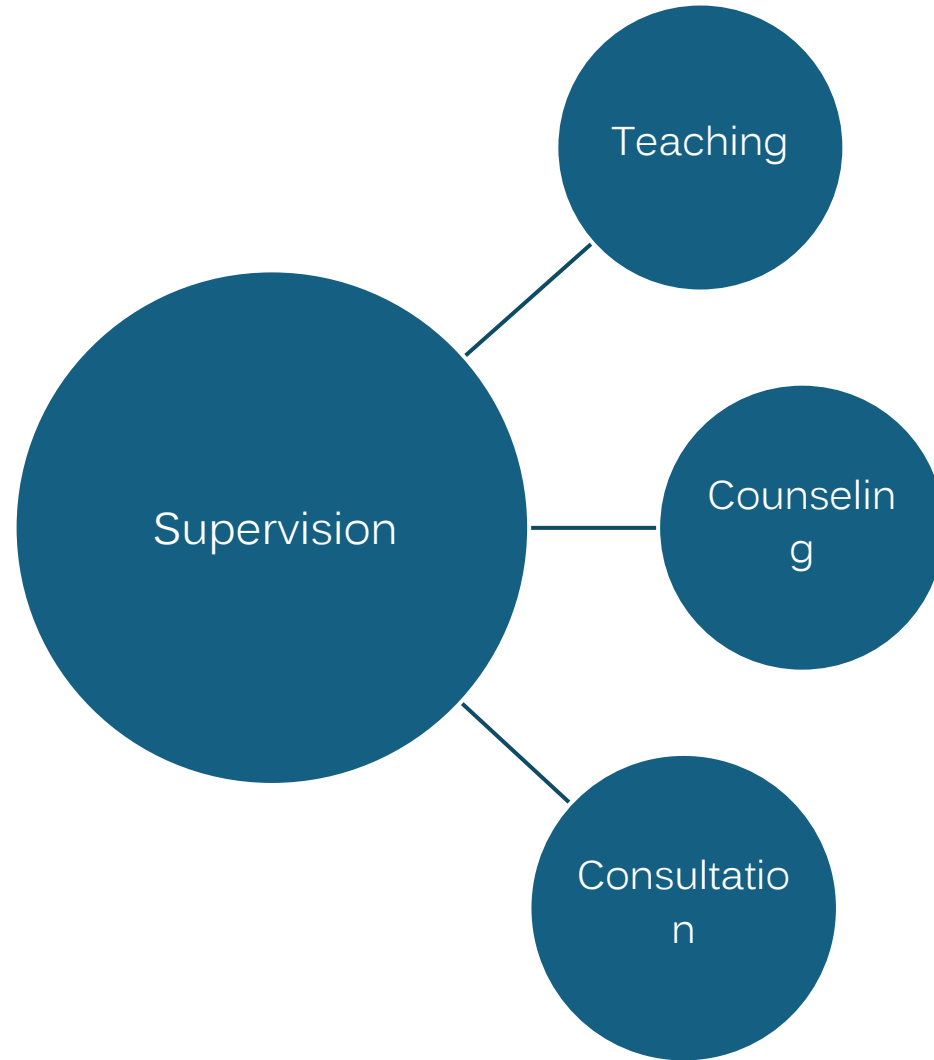
Theory and Practice of The Discrimination, Integrated Developmental, and Systemic Cognitive-Developmental Models of Supervision

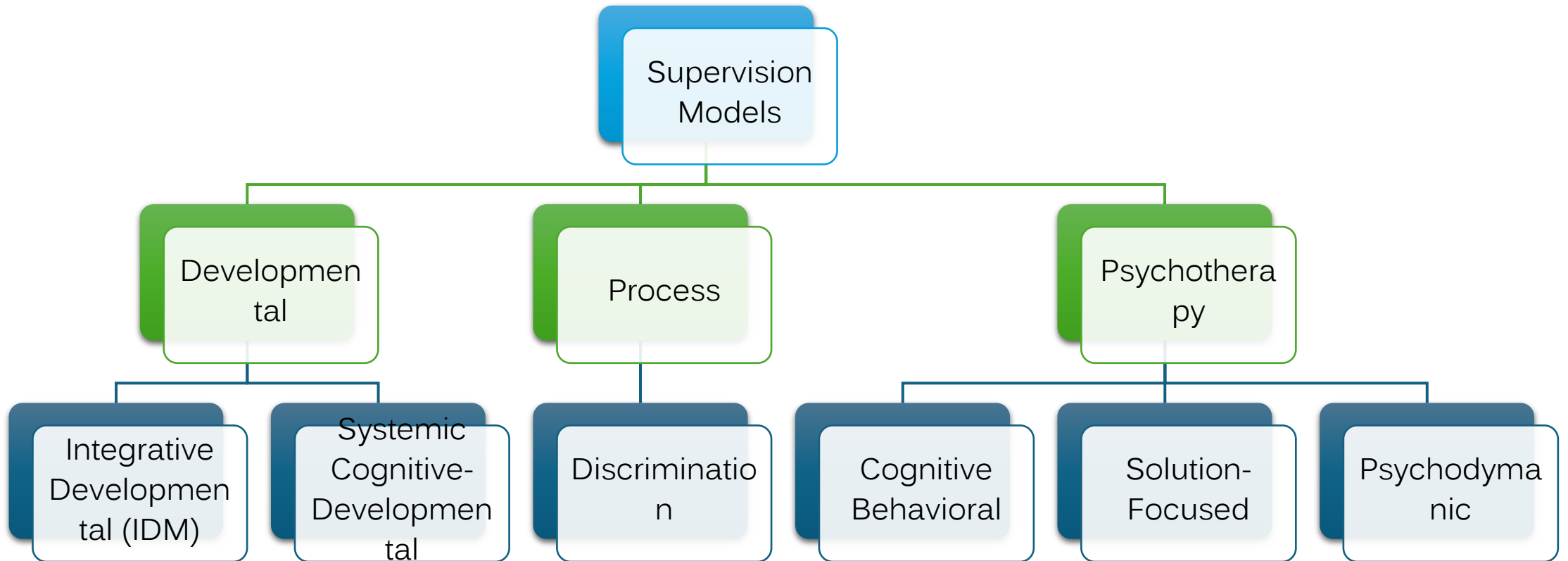
Cultivating Clinical Supervision Competencies within a University/College Counseling Center

Conceptual Model of Supervision

(Bernard & Goodyear, 2019)



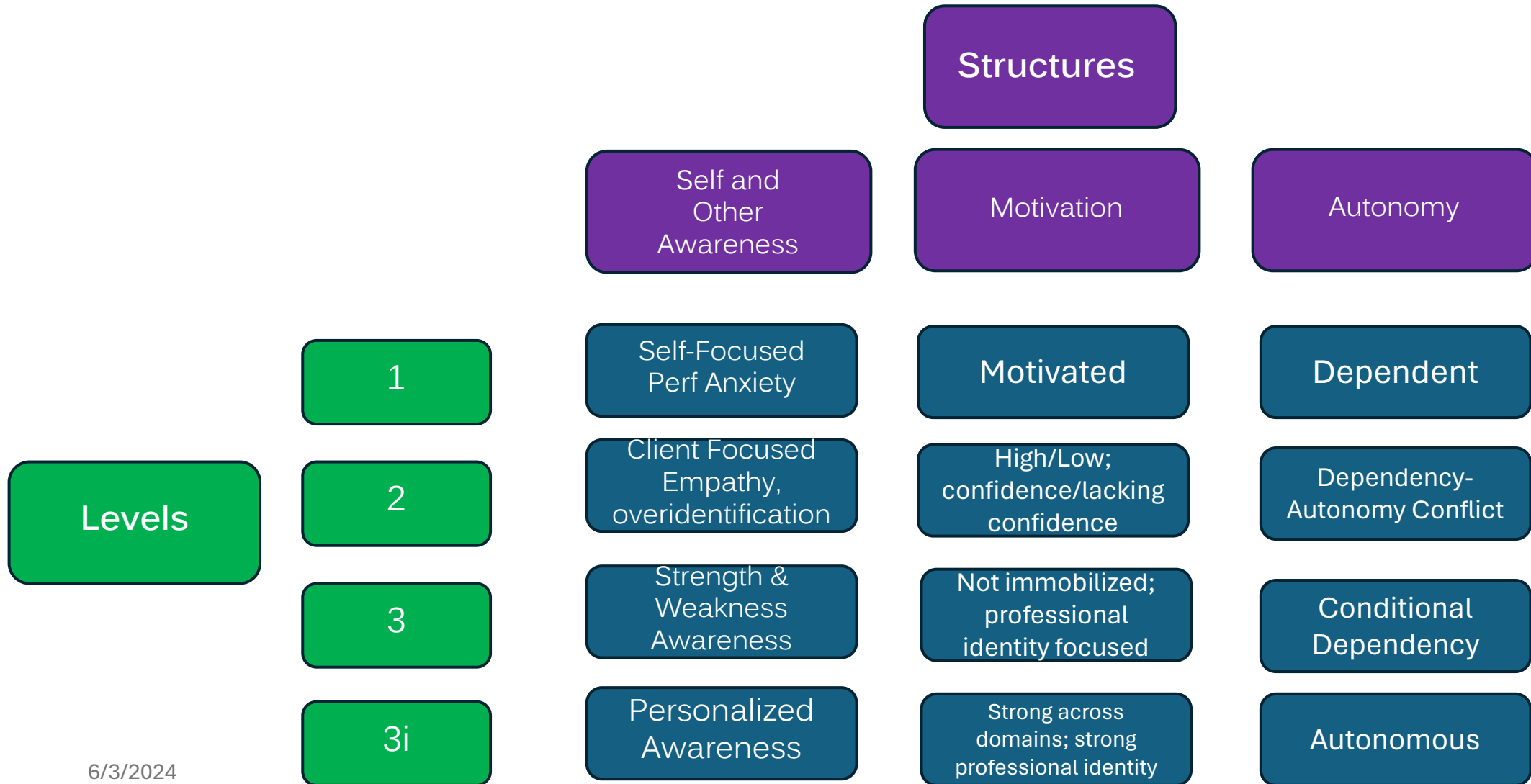






Integrative
Developmental Model
(IDM)

Integrative Developmental Model (IDM)



Supervisory Interventions

- Level 1
 - Provide Structure and Manage Anxiety
 - **Cases:** Mild and/or maintenance cases
 - **Interventions:** Support and Encouragement, Prescriptive, Conceptual (lite)
 - **How:** Observations, skill training, role play, group supervision, balance ambiguity, monitor clients closely



Supervisory Interventions

- Level 2
 - Less Structure and Greater Autonomy
 - **Cases:** More challenging clients, more severe pathology, allow for confidence to be shaken
 - **Interventions:** Support and Encouragement, Prescriptive (occasionally), Greater Conceptual, Introduce Process Comments, Countertransference, dynamics in therapeutic/supervisory relationships
 - **How:** Observations, role play, group supervision, expand cases difficulty, highlight and interpret dynamics



Supervisory Interventions

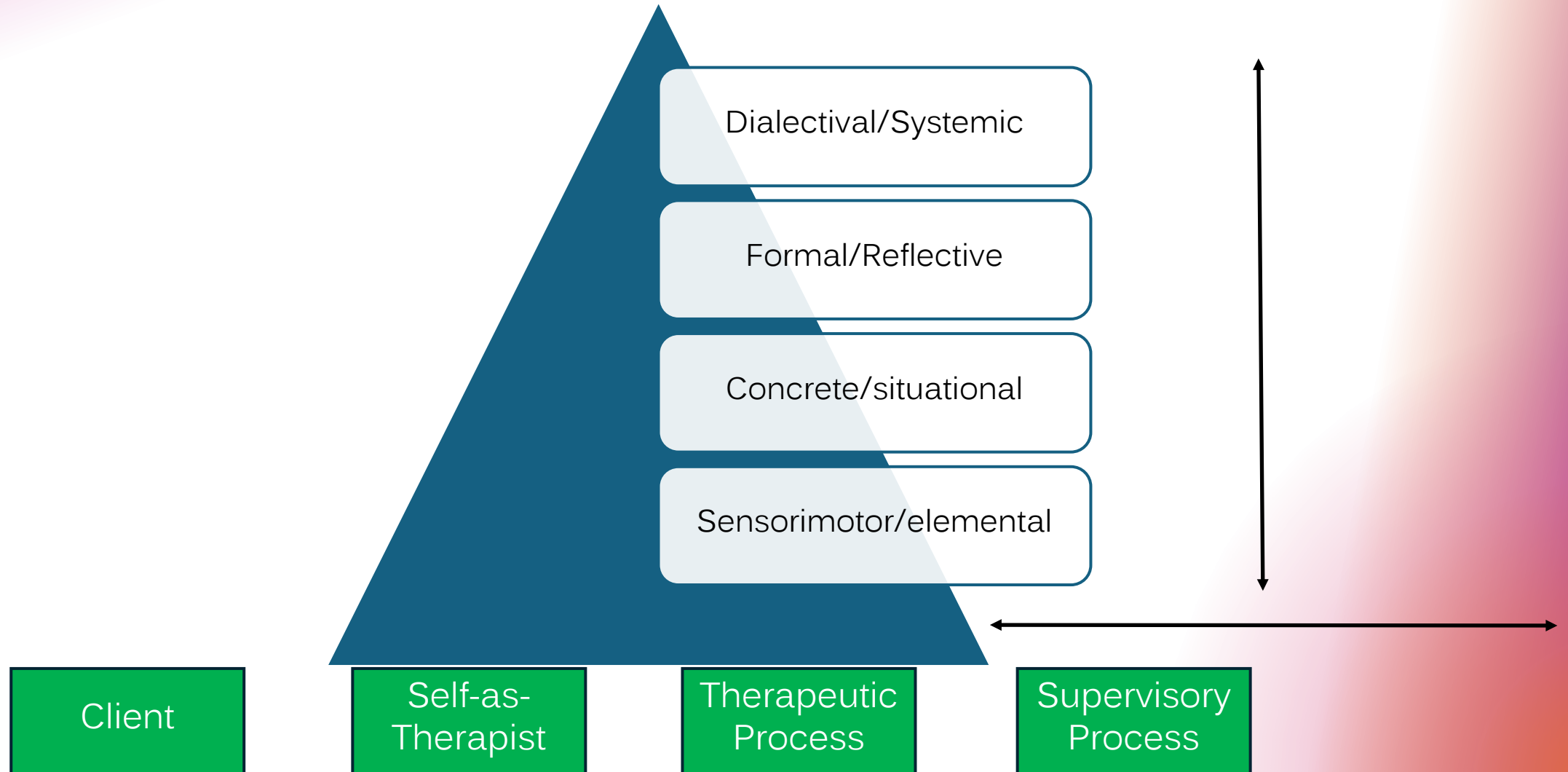
- Level 3
 - Structure determined by supervisee, focus on professional/personal integration
 - **Cases:** Any
 - **Interventions:** Support and Encouragement, challenge when necessary, conceptualize from orientation, address themes/processing in response to stagnation
 - **How:** Peer supervision, group supervision,





Systemic Cognitive- Developmental Model

Systemic Cognitive-Developmental Model



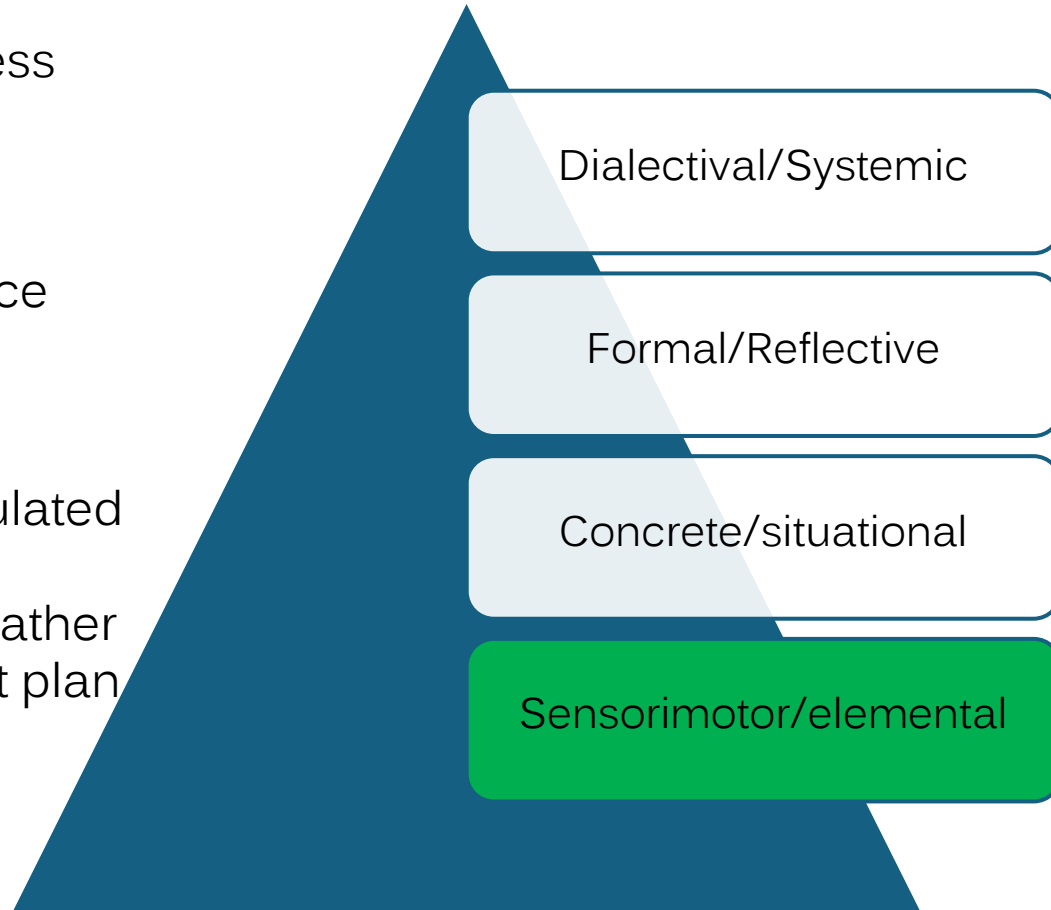
Systemic Cognitive-Developmental Model

Strength

- Easily identify and process feelings
- Manage trans/countertransference

Challenges

- Becomes overwhelmed/overstimulated
- Does what "feels right" rather than following treatment plan



Supervisor Focus

- Cultivate a safe environment to explore sensory data and translate to treatment path

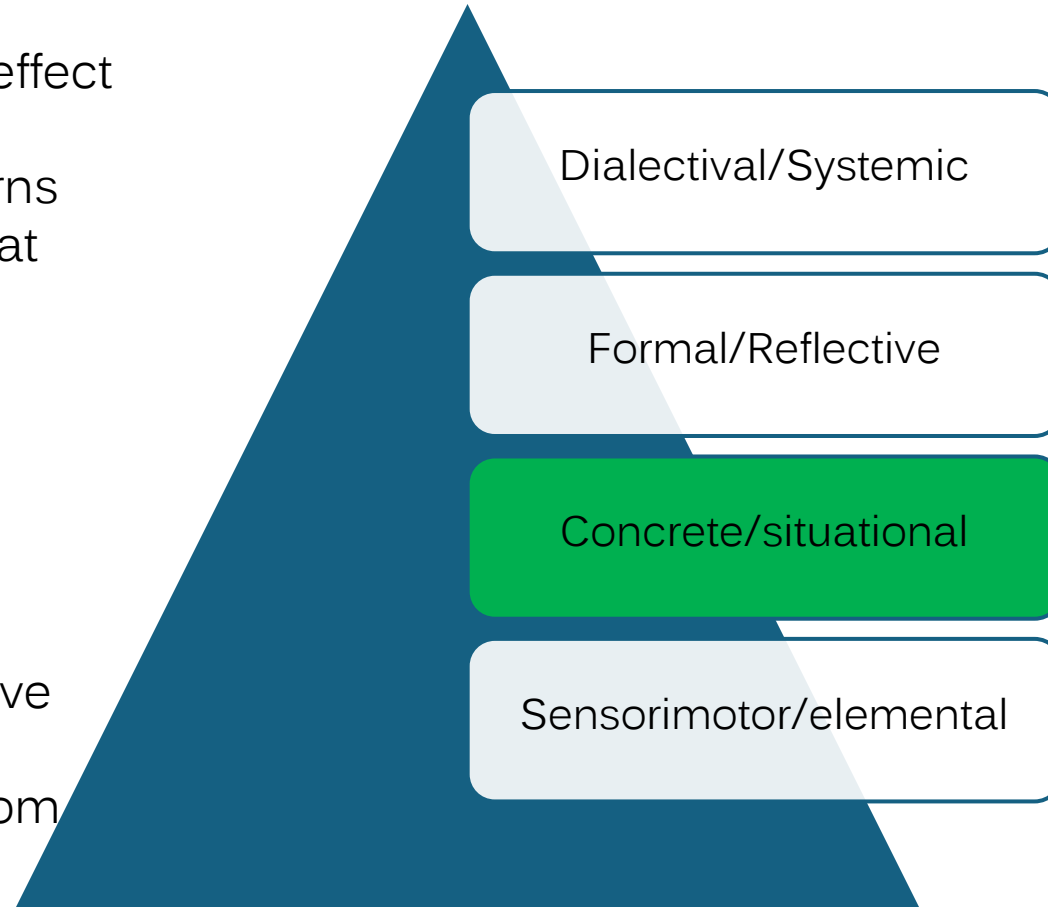
Systemic Cognitive-Developmental Model

Strength

- Sees world from cause/effect lens
- Identifies behavior patterns
- Describes events well that occur in treatment and supervision

Challenges

- Forecloses on conceptualizations too quickly
- Difficulty seeing alternative paths
- Difficulty seeing forest from trees



Supervision Focus

- Support abstract thinking
- Facilitate connections between singular interventions and greater process
- Seeing big picture and away from the individual parts

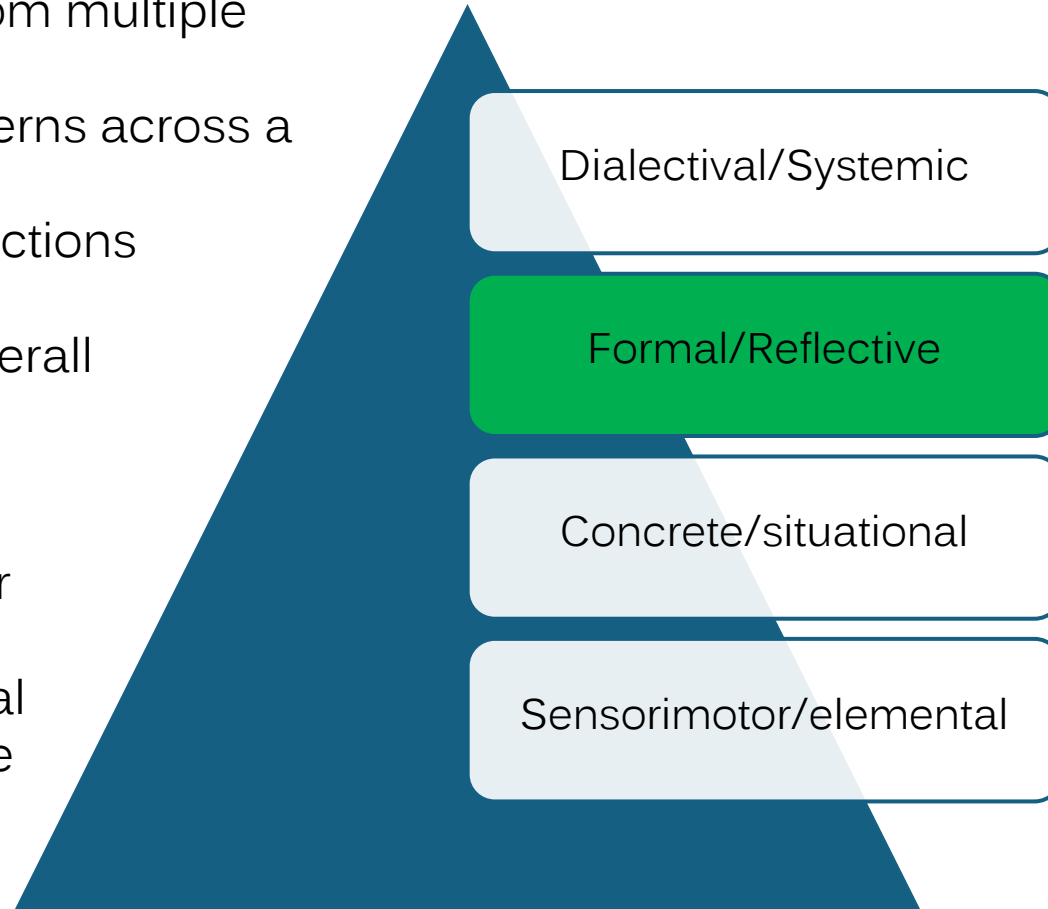
Systemic Cognitive-Developmental Model

Strengths

- Can analyze situations from multiple perspectives
- Discuss themes and patterns across a single or multiple cases
- Able to reflect how their actions influence therapy
- Link interventions with overall treatment plan

Challenges

- Difficulty challenging their assumptions
- Minimize affect/behavioral data, preferring to analyze themes



Supervision Focus

- Balance thematic analysis with here and now data
- Challenge assumptions
- Focus on what can be done "in session"

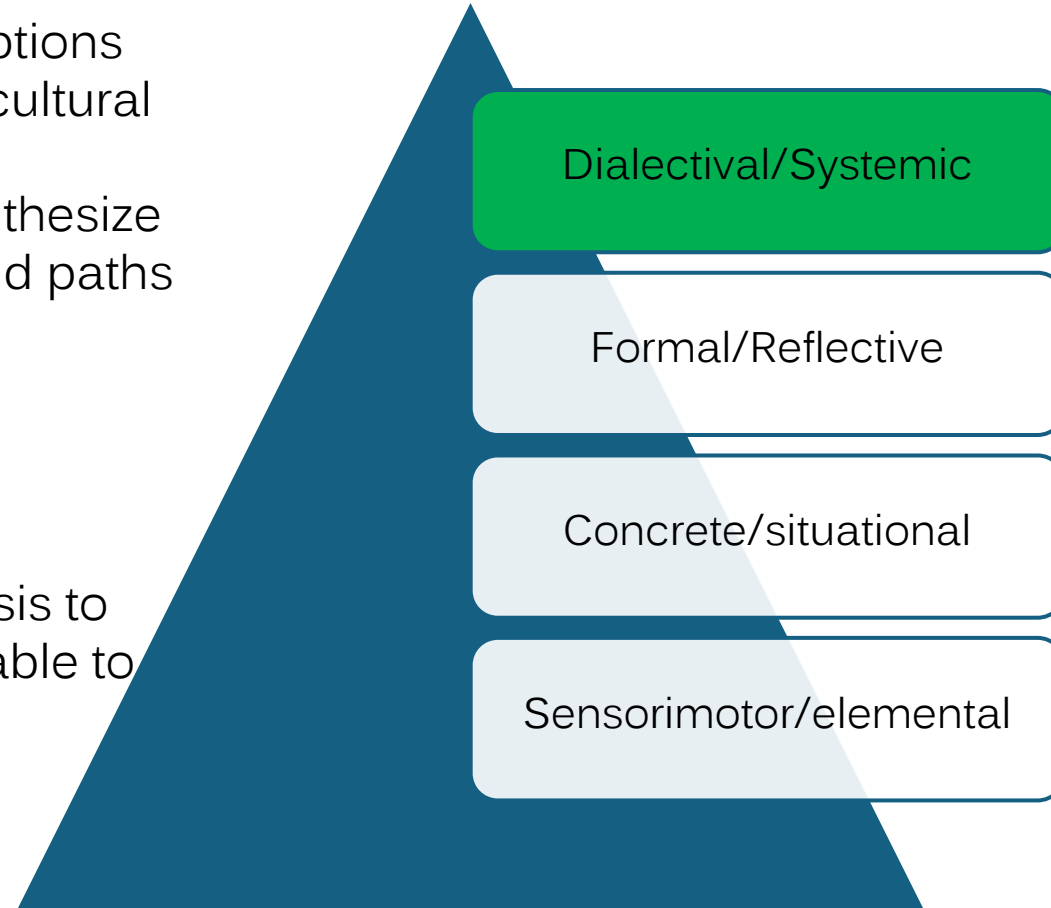
Systemic Cognitive-Developmental Model

Strengths

- Challenges own assumptions
- Integrate historical and cultural implications
- Seek consultation to synthesize multiple perspectives and paths available

Challenges

- Analysis paralysis
- Presents complex analysis to clients who are then unable to understand



Supervision Focus

- Be a sounding board
- Peer consultation
- Support with generalizability of analysis

Supervision is an Advanced Skillset


- Proficiency in counseling, psychotherapy, and other professional activities is domain specific.
- Supervisors must be careful about assuming generalization of skills across domains



Supervisees and supervisors are mutually responsible for their supervisory relationship.

(Kemer et al., 2019)

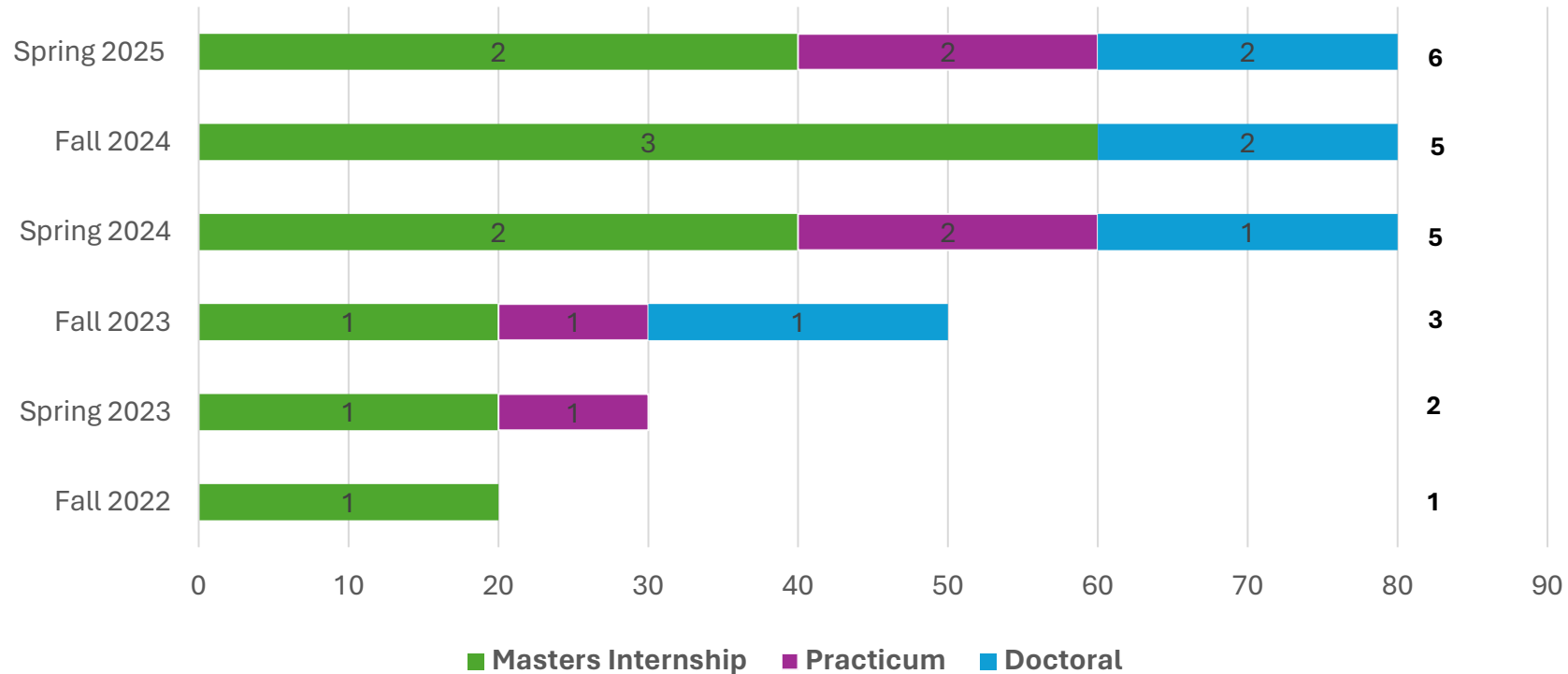




Supporting the growth of training
program supervisors: Using a
developmental model to support the
creation of a supervisor training plan

SUNY Geneseo's Graduate Training Program Growth

Training Program Intern Hours By Education



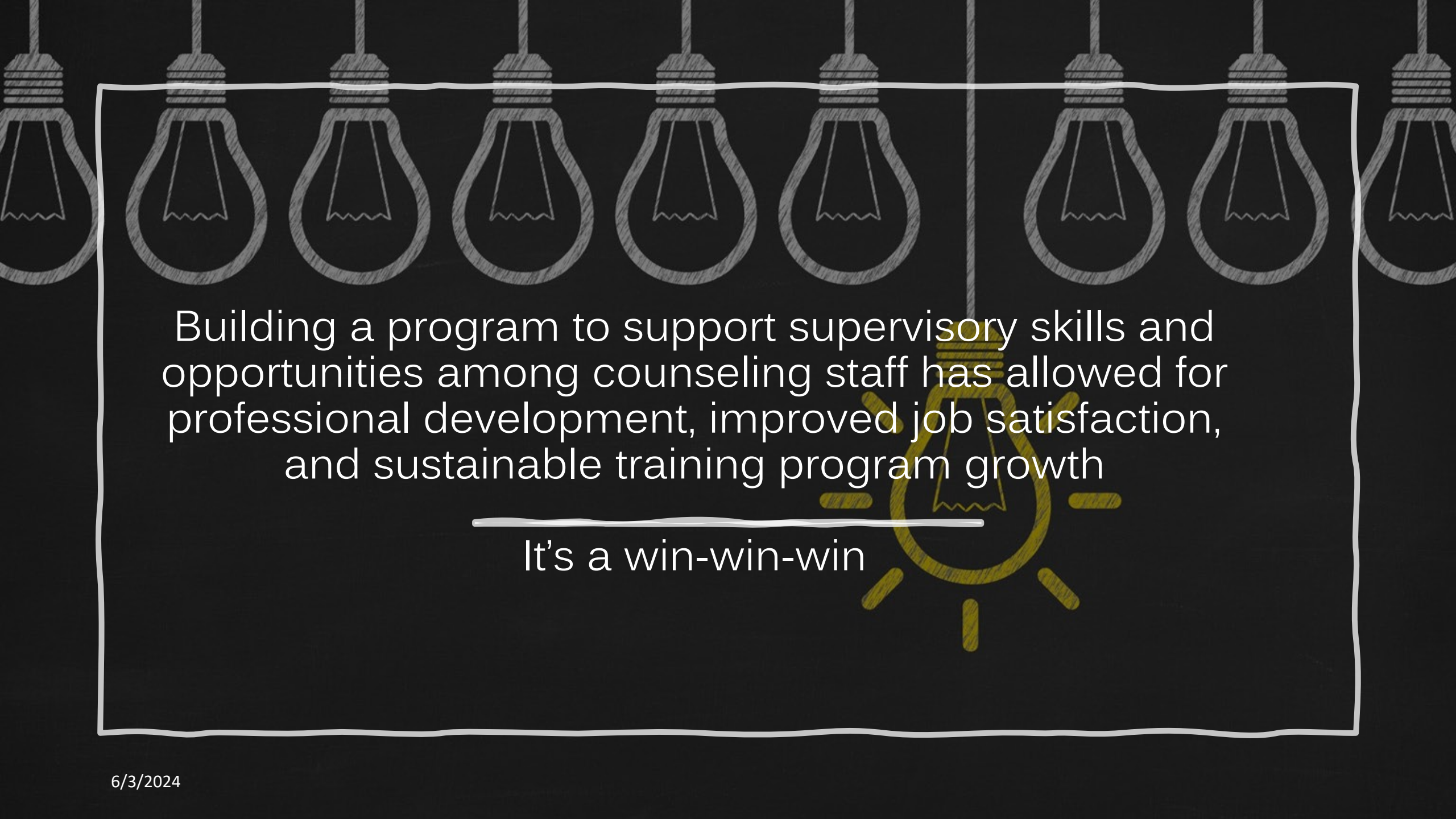
To support sustaining this growth, increasing supervisory capacity is necessary for maintaining the quality of client care

“Most supervisors today rely mainly on their own background and experience as supervisees and utilize the same structure and methods their supervisors used with them. Without any training, supervisors may be unprepared for the many changes and demands now being placed on them.”

(Campbell, 2011, p.1-2)

P. Fieldwork site supervisors have:

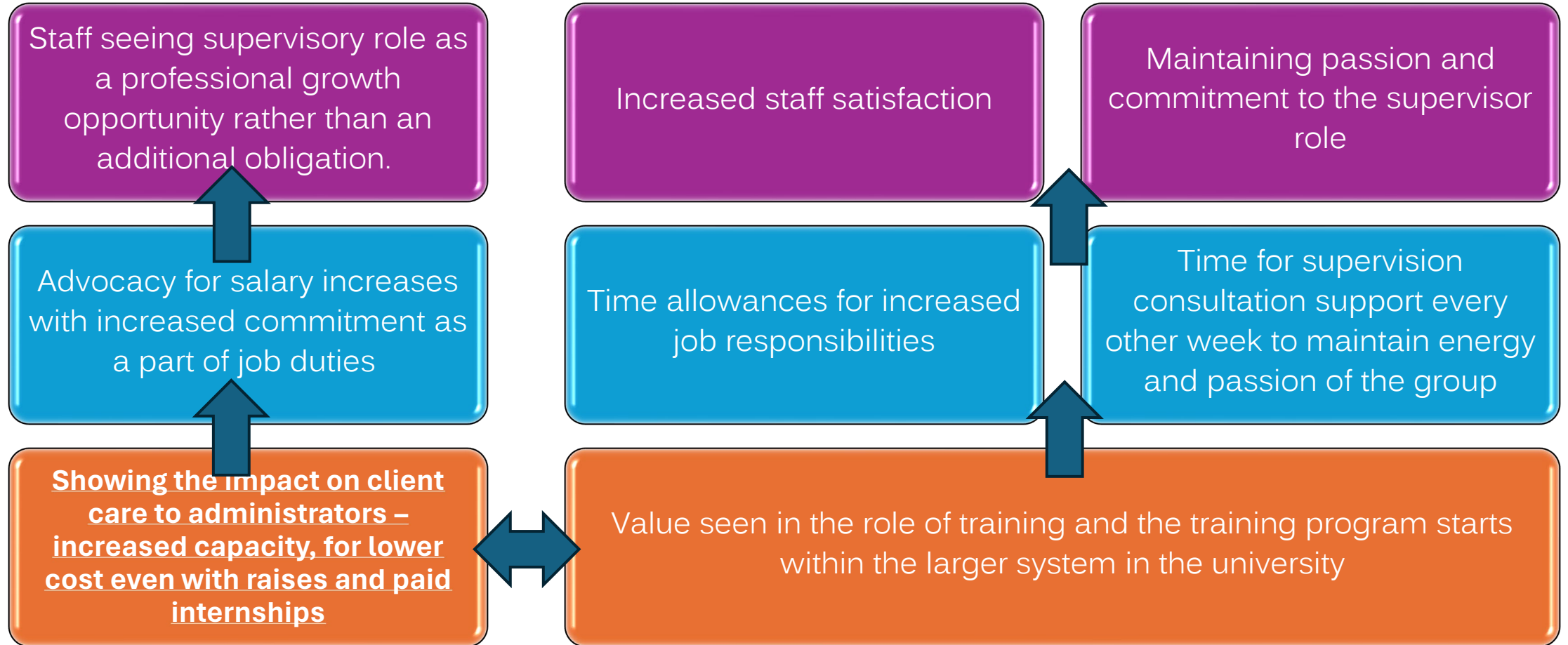
1. a minimum of a master's degree, preferably in counseling or a related profession;
2. active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;
3. a minimum of two years post-master's professional experience relevant 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.

A row of ten lightbulbs hanging from a cord. The lightbulb in the center-right is glowing yellow, while the others are unlit. The entire scene is set against a dark background with a white border around the text area.

Building a program to support supervisory skills and opportunities among counseling staff has allowed for professional development, improved job satisfaction, and sustainable training program growth

It's a win-win-win

Support is necessary to maintain growth of a training program





How do we adequately support the growth and development of site supervisors within a training program?

Here is what we have done so far...

Applying Developmental and Process Models In Training Programs For Both Counselors and Supervisors in Training

Developmental Level	Characteristics	SIT/CIT Needs	Interventions/Methods
Beginner Level 1 Counselor (CIT) Level 1 Supervisor (SIT)	<ul style="list-style-type: none"> • High motivation • High Dependence • High anxiety • Limited skills/experience 	Structure, support, knowledge, training, building confidence in competence within their new role, managing anxiety, high support	Observation, skills training, readings, conceptualization skill development Teacher Role is more present with some use of the counselor role
Intermediate Level 2 Counselor (CIT) Level 2 Supervisor (SIT)	<ul style="list-style-type: none"> • Building identity within the role as counselor or supervisor • Exploring self as a therapist/self as a supervisor • Challenges with motivation can present • Feelings of confusion related to increased complexity seen in role • "adolescence" phase • Demoralization can occur 	Facilitation, increased autonomy, Pairings for the level 2 CIT/SIT are important to mitigate challenges/confusion and move forward without demoralization	Counselor role, consultant may be used more frequently at this time in development, still teaching for horizontal and vertical growth within the SCDM growing conceptualization skills Teacher, counselor, consultant
Advanced Level 3 Counselors	<ul style="list-style-type: none"> • May be ready for a supervisory role • Experienced 	(Stoltenberg& McNeill, 2010; Bernard & Goodyear, 2013; Rigazio-DiGilio et al., 1997)	
Level 3i Counselors	Supervision of supervision		

Practicum

Observation with reflection: CIT observes supervisor and staff sessions with Clients- Reflection post session is encouraged with guidance from therapist- thinking like a therapist

Didactic Learning: Learning series for expanding knowledge of counseling practices and therapy interventions

Application with high support:
Session review of recordings – exploring basic skill development- focus on relationship
Co-facilitation of process group
Structured skills groups

Management of anxiety in new role:
CIT encouraged to provide feedback of observed sessions supervisor models vulnerability to support viewing feedback as something to approach for enhancement of learning

Task Support and basic skills:
Learning agency policy, procedure, documentation practices
Support provided through feedback on documentation and session observation related to specific skills

Semester 1 SIT

Observation with reflection: SIT observes TP coordinator in supervision sessions with Graduate Trainees- Reflection post session is encouraged with guidance from TP coordinator- thinking like a supervisor

Didactic learning: 8-Session didactic group learning series facilitated by TP coordinator on supervision theory, and clinical Supervision as its own distinct practice

Application with High Support: Review tapes of trainees- practice viewing interventions through lens of supervision models

Management of anxiety in new role: SIT is encouraged to provide feedback to TP coordinator in observed supervision sessions. TP coordinator shows tapes of supervision to model vulnerability and the view of mistakes and feedback as enhancing learning rather than something to be avoided

Task support and basic skills: Learning the role of supervision in the development of counseling trainees, learning administrative duties/tasks such as documentation of supervision, evaluation/assessment of trainees, documentation review practices, feedback practices for tape supervision, and administrative/monitoring role as supervisor.

Internship
1 CIT

Application of theory learned in coursework Continued learning academically and on site
Start seeing more clients or begin meeting with clients independently- use of tape supervision
Building identity as a counselor while navigating new role
Anxiety continues- potential overidentification (IDM 1-2)
High support to maintain motivation and work through ethical, administrative, and clinical challenges

Semester 2
SIT

Application of theory learned in first semester with continued learning through readings suggested
Start independently supervising trainees- use of tape supervision
Building identity as a supervisor while navigating new role
Still experiencing anxiety – potential for overidentification as supervisor identity has not yet solidified (IDM 1-2)
High support to maintain motivation and work through ethical, administrative, and clinical challenges

Intern 2
CIT

Increasing variety of interventions and intentionality

- Readings and trainings for specific modalities

Increasing comfort and confidence in role as counselor

Horizontal and vertical growth across SCDM domains

Support movement toward new professional- high level 2- low level 3 trainee

Sem 3
SIT

Building more nuanced skills with increased intentionality

- More readings and activities targeting competency and development of supervisor

Increasing comfort and confidence in role as supervisor

Horizontal and vertical growth across SCDM domains

Move toward high level 2 low level 3 supervisor

Semester 1 of Supervisor Training

8-Session Training Outline for New Supervisors

Sessions 1 and 2

Topic	Outcome Goal(s)	Readings/Videos/Activities
Session 1 Introduction to Supervision Theory and Practice	<ul style="list-style-type: none"> Understanding supervision as a unique intervention and practice, basic understanding of different models of supervision. Self-reflection on own experiences in supervision as counselors and how this has shaped view of what supervision is 	<ol style="list-style-type: none"> Video: Five Approaches to Supervision: Developmental, Integrated, IPR, Psychodynamic and Microskills. Lori Russell-Chapin and DeNure, B. (Directors). (2004). Reading (Book Chapter): IDM Supervision: an Integrative developmental model Chapter 9- supervisor development and training Reading (article): Unlocking the secrets of 'good supervision': a phenomenological exploration of experienced counsellors' perceptions of good supervision By Dot Weak Table: How to be a lousy supervisor: Lessons from the research (excerpt from Foundations of clinical supervision book)
Session 2 Developmental Model of Supervision 6/3/2024	<ul style="list-style-type: none"> Increased understanding of what different developmental levels look like in trainees, and in supervisors Creating space for open, vulnerable discussion of self-assessment. (application to supervisor-modeling vulnerability as a supervisor in training) Discussion of creating a culture of learning and growth- key in our training program philosophy 	<ol style="list-style-type: none"> Activity: Completion of the counselor supervisor self efficacy scale assessment tool- (found in foundations of clinical supervision toolbox) Reading: Table: Supervisee Characteristics and Supervisor Behavior for Each of the Four IDM-Specified Supervisee Developmental Levels (excerpt from Foundations of clinical supervision book) Additional Suggested Reading (Book Chapters): IDM Supervision: an Integrative developmental model Chapters 3-5: Overview of level 1,2, and 3 counselors

Sessions 3 - 6

Topic	Outcome Goal(s)	Activity
<p style="text-align: center;">Session 3</p> <p style="text-align: center;">The Discrimination Model (continued modeling of feedback/vulnerability)</p>	<ul style="list-style-type: none"> • Increase therapist comfort with making mistakes, providing, and receiving feedback on supervision. • Supporting challenging approaches- identifying mismatches in intervention of TP coordinator while reviewing a recording of supervision. • Application of assessing trainee developmental level and the impact this has on supervisor approach 	<ol style="list-style-type: none"> 1. Review of table: "Examples of Focus and Role intersections of Bernard's discrimination model" 2. Use of feedback worksheet and grid to explore implementation of this model in supervision session 3. Discussed intersection between developmental level and Discrimination model interventions used
<p style="text-align: center;">Sessions 4-5</p> <p style="text-align: center;">Providing feedback and having challenging conversations in supervision parts 1 and 2</p>	<p>Live supervision and providing challenging feedback as a supervisor:</p> <ul style="list-style-type: none"> • Exploring areas of discomfort and strengths as supervisor- receiving and providing feedback. • Goal of building a culture of honesty in feedback as a supervision group to support the ability to provide honest feedback and support to supervisees. 	<ol style="list-style-type: none"> 1. Review observation philosophy in the training program, and ways feedback and critical reflection are encouraged when counseling trainees observe therapist sessions 2. Suggested activity: podcase episode: hidden brain: The truth about honesty https://hiddenbrain.org/podcast/the-truth-about-honesty/ 3. In session activity: watching recordings of 2 different trainee (client) sessions to support increased understanding of differences in developmental levels
<p style="text-align: center;">Session 6</p> <p style="text-align: center;">Expanding supervisee growth from a cognitive developmental perspective</p> <p style="text-align: left; margin-top: 20px;">6/3/2024</p>	<ul style="list-style-type: none"> • Increase understanding of Specific assessment domains in the IDM • Understand differences in growth horizontally and vertically within the systemic cognitive developmental model of supervision 	<p>In session: reviewed trainee session tape, use of the IDM and developmental model to identify trainee developmental level and formulate questions to guide growth.</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. A Cognitive-Developmental Model for Marital and Family Therapy Supervision 2. Systemic cognitive-developmental supervision: A developmental-integrative

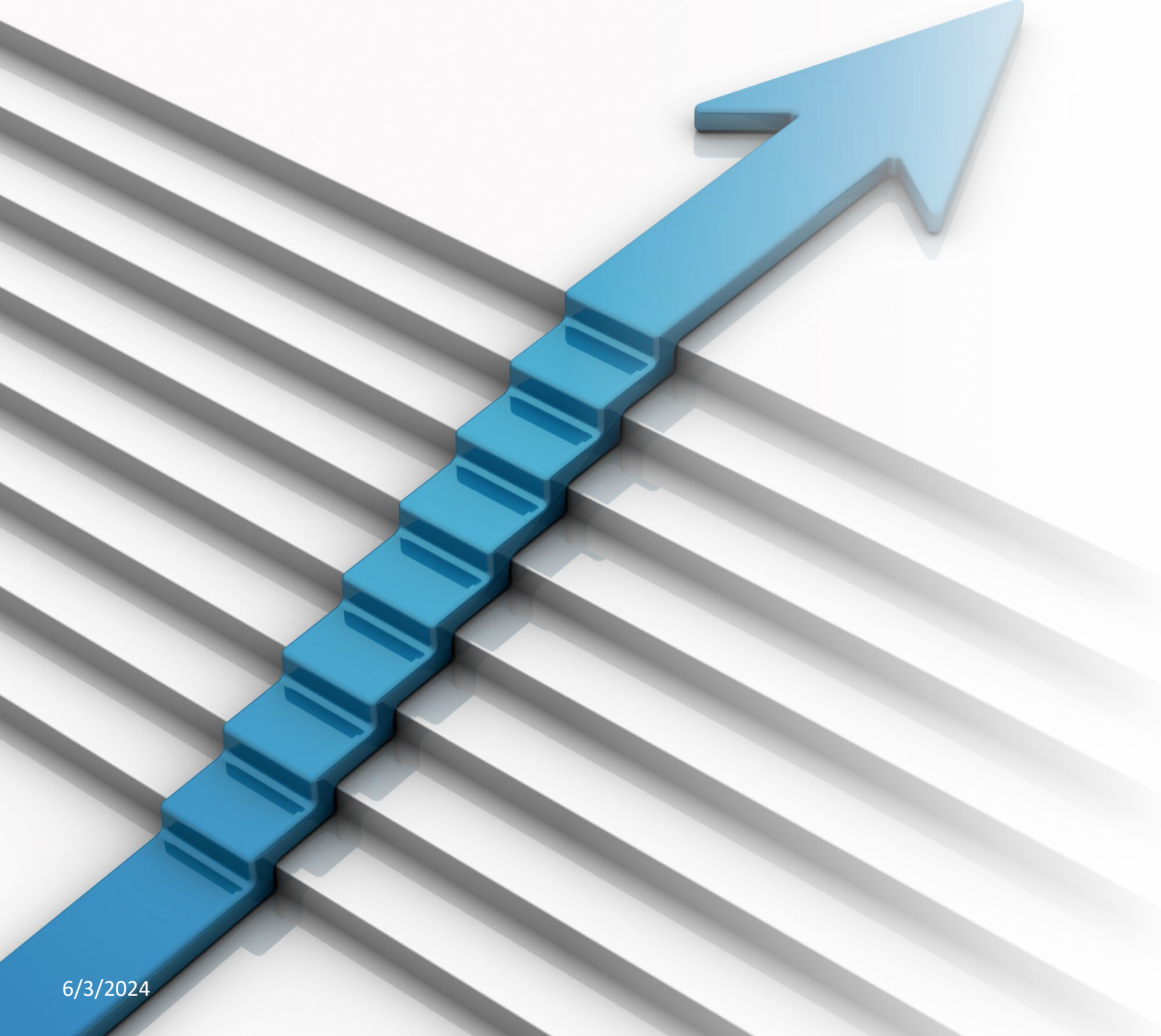
Sessions 7-8

Topic	Outcome Goal (s)	Activity
<p style="text-align: center;">Session 7 Supervision documentation and administrative supervision tasks</p>	<ul style="list-style-type: none"> • Build understanding of processes for documentation, reasons for documentation of supervision, reviewing supervisee notes • Managing administrative challenges in supervision • What will work for you- collaborative documentation, sharing supervision notes, agenda setting, note monitoring etc • Ethical practices included in discussion related to signing off on trainees notes, responsibility of the supervisor in the clients care, and gatekeeper function of supervisors. 	<ol style="list-style-type: none"> 1. Reading: Strategies for managing problems in supervision 2. Template review: programs supervision note templates, note tracking and approval expectations and hour logs.
<p style="text-align: center;">Session 8 Assessment of supervision (ethical practices related to open communication and accountability included in discussion)</p> <p>6/3/2024</p>	<ul style="list-style-type: none"> • <u>Increased understanding of ongoing evaluation process of supervision practice with clarity surrounding what was being measured related to the trainees experience in supervision.</u> 	<ol style="list-style-type: none"> 1. Suggested Reading: Review of “measures for supervision research and practice within the “Supervisors Toolbox” in foundations for clinical supervision



Supervisor Consultation Group (Semester 2)

- Focus on new roles
 - Challenges, successes
 - Readings assigned/suggested as it related to topics/challenges faced (ethics article, working with challenging trainees)
- Discussion of developmental levels of graduate trainees and appropriate interventions
- Began use of recorded session and review of supervision for supervisor support and feedback



Supervisor Training Next Steps

Moving onto the third semester

Required readings for 2024-2025 supervision program: Continued didactic learning

- Resources used for site supervisor training and development readings required for all supervisors in addition to bi-weekly readings in the first semester
- Campbell, J. M. (2011). Essentials of Clinical Supervision Jane Campbell 2011
- Supervision Essentials for the practice of competency-based supervision Carol Falender & Edward Shafranske
- Supervision essentials for the integrative developmental model McNeill and Stoltenberg 2016

Additional Chapters assigned from:

- Stoltenberg, C. D., & McNeill, B. W. (2010). IDM supervision: An integrative developmental model for supervising counselors and therapists (3rd ed.). Routledge/Taylor & Francis Group.
 - Chapter 9: Supervisor development and training
- Bernard, J. M., & Goodyear, R. K. (2013). Fundamentals of clinical supervision (5th ed.). Pearson.
 - Chapter 8: Group Supervision



Considerations and planning moving forward



Use of the Supervisory relationship questionnaire for ongoing supervisor development



Development of specific competency areas for supervisors in training and readings to support competency growth- more individualized planning



Support in development of supervisors creation of disclosure statements



Ongoing support through biweekly consultation group



Updating and refining supervisor note template to support supervisor intentionality and reflection on supervisory practice

References

- American Counseling Association. (2014). *2014 ACA code of ethics*. <https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf>
- Bernard, J. M., & Goodyear, R. K. (2013). *Fundamentals of clinical supervision* (5th ed.). Pearson.
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- Falender, C., & Shafranske, E. (2017). *Supervision essentials for the practice of competency-based supervision*. American Psychological Association. <https://doi.org/10.1037/15962-000>
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- McNeill, B. W., & Stoltenberg, C. D. (2016). *Supervision essentials for the integrative developmental model*. American Psychological Association. <https://doi.org/10.1037/14858-000>
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- Rigazio-DiGilio, S. A., Daniels, T. G., & Ivey, A. E. (1997). Systemic cognitive developmental supervision: A developmental-integrative approach to psychotherapy supervision. In C. E. Watkins (Ed.), *Handbook of psychotherapy supervision* (pp. 223-245). John Wiley & Sons.
- Stoltenberg, C. D., & McNeill, B. W. (2010). *IDM supervision: An integrative developmental model for supervising counselors and therapists* (3rd ed.). Routledge/Taylor & Francis Group.

Templates:

THE SUPERVISORY RELATIONSHIP QUESTIONNAIRE (SRQ)

Developed by Marina Palomo (supervised by Helen Beinart)
© 2010 The British Psychological Society

The following statements describe some of the ways a person may feel about his/her supervisor.

To what extent do you agree or disagree with each of the following statements about your relationship with your supervisor? Please tick the column which matches your opinion most closely.

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
SAFE BASE SUBSCALE							
1. My Supervisor was respectful of my views and ideas	1	2	3	4	5	6	7
2. My supervisor and I were equal partners in supervision	1	2	3	4	5	6	7
3. My supervisor had a collaborative approach in supervision	1	2	3	4	5	6	7
4. I felt safe in my supervision sessions	1	2	3	4	5	6	7
5. My supervisor was non-judgemental in supervision	1	2	3	4	5	6	7
6. My supervisor treated me with respect	1	2	3	4	5	6	7
7. My supervisor was open-minded in supervision	1	2	3	4	5	6	7
8. Feedback on my performance from my supervisor felt like criticism	7	6	5	4	3	2	1
9. The advice I received from my supervisor was prescriptive rather than collaborative	7	6	5	4	3	2	1
10. I felt able to discuss my concerns with my supervisor openly	1	2	3	4	5	6	7
11. Supervision felt like an exchange of ideas	1	2	3	4	5	6	7
12. My supervisor gave feedback in a way that felt safe	1	2	3	4	5	6	7
13. My supervisor treated me like an adult	1	2	3	4	5	6	7
14. I was able to be open with my supervisor	1	2	3	4	5	6	7
15. I felt if I discussed my feelings openly with my supervisor, I would be negatively evaluated	7	6	5	4	3	2	1
Total Safe Base Subscale ←							
STRUCTURE SUBSCALE							
16. My supervision sessions took place regularly	1	2	3	4	5	6	7
17. Supervision sessions were structured	1	2	3	4	5	6	7
18. My supervisor made sure that our supervision sessions were kept free from interruptions	1	2	3	4	5	6	7
19. Supervision sessions were regularly cut short by my supervisor	7	6	5	4	3	2	1
20. Supervision sessions were focused	1	2	3	4	5	6	7
21. My supervision sessions were disorganised	7	6	5	4	3	2	1
22. My supervision sessions were arranged in advance	1	2	3	4	5	6	7
23. My supervisor and I both drew up an agenda for supervision together	1	2	3	4	5	6	7
Total Structure Subscale ←							
COMMITMENT SUBSCALE							
24. My supervisor was enthusiastic about supervising me	1	2	3	4	5	6	7

Counseling Services Training Program Supervisor Summary

Training Program Supervision Philosophy:

The Counseling Training Program at SUNY Geneseo believes in supervisors modeling vulnerability in the practice of therapy and supervision. As experienced therapists practicing in the field for years, allowing ourselves to assume a novice role, make mistakes, and develop new skills can feel intimidating. We teach trainees that it is crucial to recognize that making mistakes and receiving ongoing feedback on their clinical skills, interventions, and personal presentation are integral to their growth and development. As training program supervisors we are working to embrace our mistakes and acknowledge our blind spots in the same way we are asking our trainees. By embracing this approach, together we aim to foster an environment where learning, constructive challenging, vulnerability, and genuineness are highly valued and recognized as essential components in the development of both the therapist and trainee.

Expectations:

Vulnerability in clinical work by having sessions observed and recorded for training purposes
Openness to record and process own supervision sessions with trainees
Willingness to hear and reflect on feedback about sessions (therapy sessions and supervision sessions)
Participation in biweekly group tape review of supervision sessions for training program supervisors
Attending group supervisor supervision every other week
Facilitate weekly 1 hour individual supervision with trainee
Complete evaluations for trainees academic program
Attend two meetings over the course of the academic year with the trainee's academic supervisor to discuss progress and/or concerns
Willingness to have difficult conversations to support the growth and development of trainees
Documentation of weekly supervision notes
Reviewing, providing feedback and signing off on all progress notes
Reviewing and processing with trainee recorded sessions
Allowing Undergraduate students to observe supervision sessions with graduate trainees
Review and sign off on all clinical and non clinical hours

Estimated Time Commitment:

1 hour weekly supervision
Progress note/follow up note review- 5-10 min each note depending on amount of feedback needed.
Intake assessment note review: 15-30 min per note depending on complexity of case and amount of comments/feedback needed

Professional Growth and Development:

Add goals related to supervision to performance program
Grow in clinical and administrative supervisory skills and experience
Participate in supervisor group supervision as an additional support
Shadowing of supervision/Co-supervision for 1 semester offered to new supervisors

Session Observations and Feedback

There are multiple approaches to conducting therapy sessions, as therapists vary in their styles and methodologies. As a counseling trainee, it is crucial to recognize that making mistakes and receiving ongoing feedback on your clinical skills, interventions, and personal presentation are integral to your growth and development. Although it may feel daunting and vulnerable, only showcasing your strengths will hinder your progress. Instead, embracing our mistakes and acknowledging our blind spots can serve as invaluable opportunities for professional growth as therapists.

The Counseling Training Program at SUNY Geneseo believes in modeling vulnerability before expecting it from our trainees. As part of your internship experience, you will have the opportunity to shadow/observe staff therapists during live sessions and through pre-recorded sessions. This practice aims to normalize the process of receiving feedback and establish a culture of continuous learning within Counseling Services. By embracing this approach, we aim to foster an environment where learning, vulnerability, and genuineness are highly valued and recognized as essential components of the therapist's development and growth process.

While observing these sessions, it is essential to cultivate a critical therapist's mindset. Consider the following questions to facilitate reflection and engage in productive discussions with the therapist being observed. This will help enhance your readiness to independently conduct sessions and receive constructive feedback on your clinical work. Reflect on both the similarities and differences between your own self and therapeutic style. Contemplate various potential interventions and practice viewing sessions through a supportive, constructive, critical, and thoughtful lens.

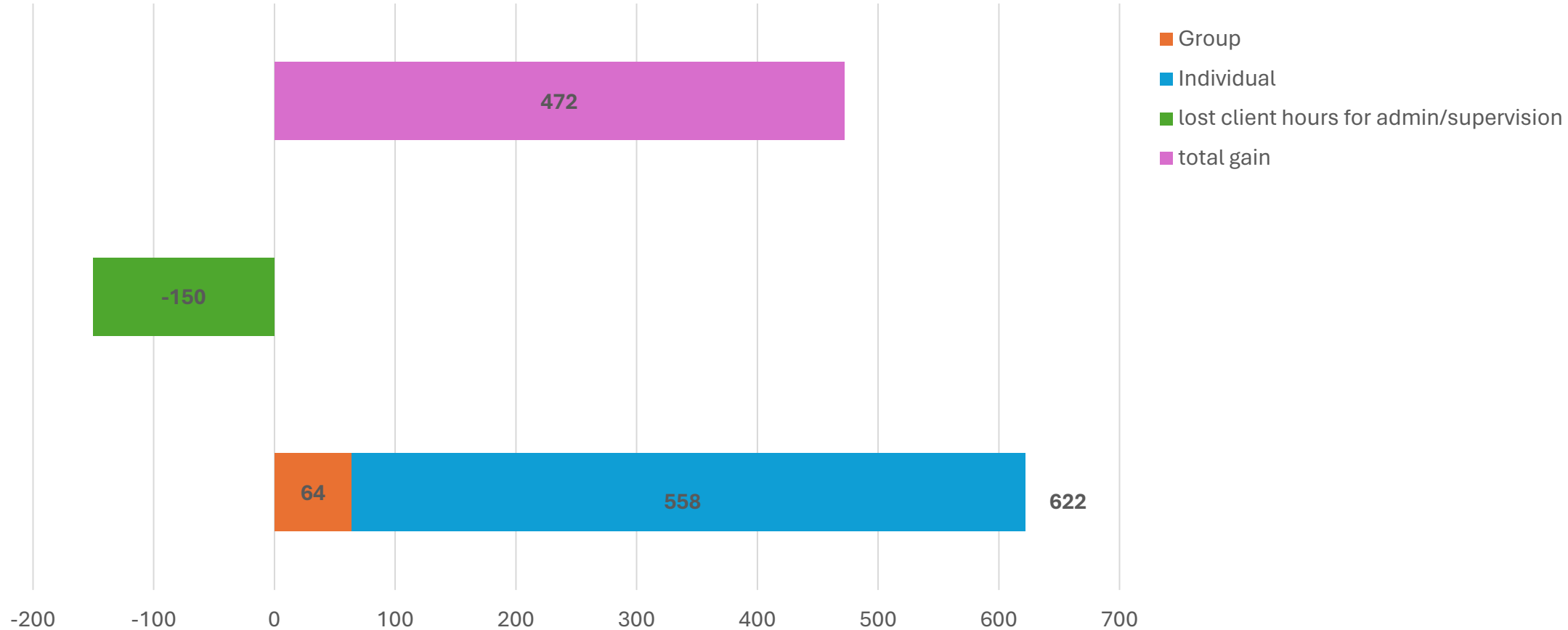
Discussion and Questions



Checkout



Impact growth of training program had on appointment capacity



To support sustaining growing training programs, supervisory support is needed within a center