



# SUPERVISION FOR SCHOOL COUNSELORS

# WHAT IS SUPERVISION?

Supervision is an intensive, interpersonally focused, one-to-one relationship in which one person (the supervisor) is designated to facilitate the development of competence in the other person (the supervisee)

## ASCA Code of Ethics

### **f.4 Collaboration and education about school counselors and school counseling programs with other professionals**

School counselors and school counseling program *directors/supervisors* collaborate with special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists and speech pathologists to advocate for optimal services for students and all other stakeholders.

## PURPOSE OF SUPERVISION

- Facilitate supervisee personal and professional development
- Promote counselor competencies
  - *Knowledge and skills*
- Promote accountability counseling services & programs; both a
  - *Responsibility & a challenge for professionals*
- Serve as a gatekeeper to the profession
- Provide opportunities in learning about the school environment;
  - *Vital for leading to effective school counseling services*
- Safeguarding clients/students as well as promoting trainee development

# BEST PRACTICES IN COUNSELING SUPERVISION

- Supervisors are ultimately responsible for the ethical behavior of trainees under their supervision
- Teach your supervisee proper record keeping techniques
- Review protocols for documenting critical incidents with clients, including emergency client situations
- Address issues of diversity, sexual feelings, and other potential ethical minefields; be a good model of open communication
- Incorporate strategies that are sensitive to the unique needs of your supervisee by appropriately scaffolding their practicum experience
- Remain current on trends, techniques, and strategies to aid in the transition of students from classroom to workplace

# SUPERVISION BEST PRACTICE GUIDELINES

1. Initiating Supervision
2. Goal-setting
3. Giving Feedback
4. Conducting Supervision
5. Supervisory Relationship
6. Diversity & Advocacy
7. Ethical Considerations
8. Documentation
9. Evaluation
10. Supervision Format
11. The Supervisor
12. Supervisor Preparation

## TIPS & STRATEGIES FOR SUPERVISION

- Have students build a contract with supervisor (*Lazovsky & Shimoni, 2005; Osborn & Kelly, 2010*)
- Items to include in a contract (*Bernard & Goodyear, 2019*):
  - Purpose, goals, and objectives
  - Context of services
  - Method of evaluation
  - Duties and responsibilities of supervisor and supervisee
  - Procedural considerations
  - Supervisor's scope of practice
- Clearly define role expectations of the supervisee and supervisor
- Openly discuss evaluation procedures and expectations

## TIPS & STRATEGIES FOR SUPERVISION

- Meet the student at his/her level and then build upon that knowledge.
- Move from very structured to less structure
- Provide timely feedback
- Provide a journal for reflections
- Have a preparation program that focuses on how to handle modern day issues in education
- Observe counseling sessions (recordings or live)
- Make your expectations clear to the trainee
- Provide examples of interventions and techniques that have worked in the past
- Encourage students to take risks and offer opinions
- Give school-counselors-in-training the opportunity to work with a wide variety of students
- Foster an environment where communication is encouraged



## RESOURCES

American School Counselor Association (2019). *the asca national model: a framework for school counseling programs*, Fourth edition. Alexandria, Va: author.

Bernard, J. M., & Goodyear, R. K. (2019). *Fundamentals of clinical supervision* (6<sup>th</sup> ed.). Needham Heights: Allyn & Bacon.

Borders, L. D., Dekruyf, L., Fernando, D. M., Fernando, H. L., Hays, D. G., Page, B., & Welfare, L. E. (2011). Retrieved from <http://www.acesonline.net/wp-content/uploads/2011/10/aces-best-practices-in-clinical-supervision-document-final.pdf>

Clark, M., & Horton-Parker, R. J. (2002). Professional development schools: new opportunities for training school counselors. *Counselor Education & Supervision*, 42(1), 58-75.

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards. Retrieved from <http://www.cacrep.org/doc/2009%20standards%20with%20cover.pdf>

Lazovsky, R., & Shimoni, A. (2005). The working contract between the on site mentor and school counseling students during internship—contents and processes. *Mentoring & tutoring: Partnership in learning*, 13(3), 367-382. doi: 10.1080/13611260500105857

Pérusse, r., Goodnough, G. E., & Noël, C. J. (2001). A national survey of school counselor preparation programs: Screening methods, faculty experiences, curricular content, and fieldwork requirements. *Counselor Education & Supervision*, 40(4), 252-262.