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Article 39

Balanced Moderation Supervision

David L. Ascher and S. Kent Butler

Ascher, David L., is a doctoral student at the University of Central Florida. Mr. Ascher has a diverse background that includes trapeze instructor, middle-school teacher, psycho-social rehabilitation work, counselor and bomb finder. He belongs to several professional associations, including the American Counseling Association and the Association of Counselor Education and Supervision.

Butler, S. Kent, is an Associate Professor at the University of Central Florida. Dr. Butler is a Provisionally Licensed Professional Counselor (PLPC), Nationally Certified Counselor (NCC), and Nationally Certified School Counselor (NCSC) and his research and academic interests lie in the areas of Multicultural Counseling, Group Counseling, School Counseling, and Multicultural Supervision. He continues to work closely with colleagues, students, and clients surrounding issues of diversity and social justice in counseling.

Supervision is critical to the field of counseling for many reasons, but principally because it is the primary method used to maximize counselor development and competence (Bernard & Goodyear, 2009). "Supervision, as a psychotherapy training method is considered critical by educators, trainers, and professional regulatory bodies to establish an individual's fitness to become a full-fledged member of the profession" (Holloway & Neufeldt, 1995, p. 207). The governing, accrediting, and regulatory bodies of professional counseling have all developed guidelines and standards for the effective and ethical delivery of counseling supervision (American Counseling Association [ACA], 2005; American Psychological Association [APA], 2003; Association for Counselor Education and Supervision [ACES], 1993; Council for Accreditation for Counseling and Related Programs [CACREP], 2009; National Board of Certified Counselors [NBCC], 2005). Thus, while the amount and type of supervision may be debated, the necessity of counselor supervision is undisputed (Brashears, 1995; Weissman, Epstein, & Savage, 1983).

Due to the importance of counselor supervision, the training of supervisors should be given the same significance as the training of therapists (Watkins, 1997). However, despite the importance of having professionals who are qualified deliver supervision, few supervisors receive adequate training (Bernard & Goodyear, 2009). Loganbill, Hardy, and Delworth (1982) noted that formal training has often been absent to professionals wishing to engage in supervision. Without formal training, untrained supervisors may rely on their counseling orientation and fail to make the appropriate transition to "thinking like a supervisor" (Borders, 1992, p. 144). In addition, due to a shortage of empirical research on supervision techniques, many supervisors are left to casually adopt

a "seat of the pants" approach (Blocher, 1983, p. 27). Consequently, to meet the need for competent supervision, training based on rigorous research findings is a necessity (ACES, 1993, Sec. 2.01).

Training in counselor supervision is not a simple matter, as issues related to the multiple roles of a supervisor, ethical and legal challenges, contracting, supervisor/supervisee alliances, diversity competence, and supervisee evaluations may complicate the undertaking (Falender & Shafranske, 2008). Various supervision models have been developed that not only facilitate the acquisition and incorporation of supervisory skills, but also seek to ameliorate the supervisory challenges listed above (e.g., Stoltenberg, 1981; Rønnestad, & Skovholt, 1993; Bernard, 1979). While the development of supervision models has been lauded, critics have pointed to the existence of inherent flaws and to the fact that no single model has emerged as being the exemplar (Bernard & Goodyear, 2009).

A flaw regarding overly prescriptive supervision models is their inability to adapt to meet the amorphous and ever-changing conditions of supervisees and supervision (Bernard & Goodyear, 2009). Limitations have also been leveled against supervision models which are based along narrow theoretical lines. Loganbill and Hardy (1983) suggested that despite the objections of critics who advocate for theoretical purity, counseling supervisors should understand and access an eclectic mix of techniques and approaches. Consequently, an approach to counseling supervision is needed that is comprehensive, flexible, and may be assembled by, and for, each individual supervisor. In that regard, before such a counseling supervision model can be offered, a more formal definition of counselor supervision is required.

Although numerous definitions of counseling supervision exist (e.g., Holloway, 1995; Watkins, 1997), for the purpose of this article the counselor supervision definition offered by Bernard and Goodyear (2009) is used:

> Supervision is defined as an intervention provided by a more senior member of a profession to a more junior member or members of that same profession. This relationship is evaluative and hierarchical, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered to the clients that she, he, or they see; and serving as a gatekeeper for those who are to enter the particular profession. (p. 7)

This definition highlights factors that permeate the Balanced Moderation Supervision (BMS) approach to counselor supervision.

The BMS approach to counseling supervision proposed here balances the need for an empirically supported, adaptable, comprehensive, and individually-tailored supervisory plan that meets the requirements of current and future clients as well as promotes the health of the profession. The benefits of utilizing the BMS approach is offered after a review of the theoretical (e.g., Rogers, 1980), developmental (e.g., Loganbill et al., 1982), and social role models (e.g., Holloway"s *Systems Approach to Supervision* model, 1995). These three broad models are the archetype from which foundational counseling supervision models have emerged. Additionally, the BMS approach will be applied to a number of primary supervisory issues including: (a) Multicultural concerns, (b) Assessment and evaluation (c) Relationship, (d) Research

findings (e) Informed consent (f) Atmosphere (g) Goal setting, and (h) Ethical considerations and professional standards. The MARRIAGE list serves as a shorthand device for supervisors to ensure that they meet the essential elements of supervision. Lastly, we end with a discussion on the application and evaluation of the BMS approach, its potential strengths, limitations, and future implications for counselor educators and future supervisors.

Models of Supervision

The Need for Sound Models of Counselor Supervision

Counseling supervision has been described as a complex and dynamic process that involves multiple levels of interactions between two or more individuals. Whether dyadic, triadic, or within a group, these individuals are all subject to internal characteristics and a mix of external influences (Kaufman & Schwartz, 2003). Thus, to organize and integrate the complexity and breadth of supervisory issues, an organizing system, such as a model or formal approach is required (Bernard & Goodyear, 2009). Models of counseling supervision serve as maps to guide the supervisory process and may also provide a fall-back position for supervisors who are seeking alternative methods or evidenced based best practices. Due to the number of supervision models that have been proposed in the last 30 years, it is helpful to have a system for categorization.

Categorization of Previous Counseling Supervision Models

Historically, the first approaches to counseling supervision were based on theoretical orientation. Psychotherapy Theory and Supervision eventually emerged and represent two broad categories of models related to the maintenance of the supervisory relationship (Bernard & Goodyear, 2009). Models developed specifically for supervision have been further divided into developmental models and social role models. Thus, theoretical, developmental, and social-role models account for the bulk and basis of most supervisory approaches (Borders & Brown, 2005; Bernard & Goodyear, 2009).

Theoretical Models of Counseling Supervision

In the past, supervisors applied little distinction between their theoretical orientation to counseling and their approach to supervision (Bernard, 2005); meanwhile, supervision models based on theoretical orientations continue to be developed (e.g., Bob, 1999; Clemens, 2006; Lambers, 2006; McCurdy, 2006). Counseling supervisors who adopt a supervision model congruent to their theoretical beliefs may feel more "at home" resulting in confidence, comfort, and competence unavailable to supervisors who follow a cookbook approach (i.e., "If it"s session three, I review the first tape."). One potential drawback to supervising from a narrow theoretical orientation is that supervisors may be inclined to think like counselors and thereby focus too heavily on the client (ignoring the needs of the supervisee) or treat the supervisee as a client (and ignore the needs of the trainee"s clients; Borders, 1992). In addition, supervisee comfort is related to effective supervision, and strict, theory-based approaches may fail to resonate with trainees who ascribe to a different theoretical approach (Aten, Strain, & Gillespie, 2008). Likewise, any supervisory approach that fails to recognize the variability of trainees in terms of skills, preferences, and experiences may also produce less than maximal results (Norcross

& Halgin, 1997). Thus, it is important for supervisors to meet the trainee „where they are at" which involves recognizing the needs, experience, perspective and theoretical orientation of the trainee and adapting the supervisory approach to meet those issues (Loganbill, et al., 1982; Stoltenberg, 1981).

Developmental Models of Counseling Supervision

The field of counseling supervision is in agreement that counselors advance through stages or levels of professional growth, and this developmental progression is the primary feature of numerous models of supervision (e.g., Lambie & Sias, 2009; Loganbill et al., 1982; Rønnestad & Skovholt, 1993; Stoltenberg, 1981). It is also recognized that the variables brought by the trainee, supervisor, and work setting (e.g., racial similarity/dissimilarity between supervisor and supervisee, purpose of clinic, etc.) combine to produce variable rates of supervisee progression (Falender et al., 2004). It is the supervisor's responsibility to facilitate the supervisee's progression towards greater maturity and complexity utilizing or overcoming these supervisor, supervisee, and/or work setting variables. Supervisee movement through the stages remains a challenge for developmental supervision approaches (Worthington, 2006).The recognition of the variability inherent to many supervisory issues has led some theorists to propose meeting the needs of trainees through the use of different supervisory roles.

Social Role Models of Counseling Supervision

The counseling supervisor does not hold a singular identity; but rather, the supervisor is required to meet the needs of the trainee through a variety of professional stances or social roles. Hess supports this assertion proposing that supervision requires the fulfillment of six duties (as cited in Bernard & Goodyear, 2009); Holloway's *Systems Approach to Supervision* (SAS) model (1995) describes a five-by-five matrix consisting of five functions and five tasks; and Bernard's (1979) *Discrimination* model speaks to a three-by-three approach consisting of three roles (counselor, teacher and consultant) and three foci (intervention, conceptualization and personalization). The literature recognizes that prescribing specific roles for specific situations is difficult to defend and therefore relies on supervisor acumen to use the appropriate role at the appropriate time (Bernard & Goodyear, 2009). The social role models of counseling supervision have been paired with the developmental approaches to synthesize their strengths and ameliorate limitations (e.g., Pearson, 2001; Johnson & Moses, 1988 as cited in Watkins, 1997).

The Balanced Moderation Supervision Approach

The Balanced Moderation Supervision (BMS) Approach seeks to recognize and combine the importance of the supervisor's views and beliefs (including their theoretical orientation), trainee developmental progression, and the various roles accessed by supervisors during supervision. The complexity inherent in counseling supervision along with the fact that supervision is practiced by, and between, human beings, calls for an adaptive and integrated supervisory approach. Effective and competent counseling supervision requires simultaneous attention to structure and chaos, humanity and science, and rigor and process. The BMS approach is appropriately named because it seeks to

merge these broad and sometimes contradictory aspects without abandoning necessary structure.

Russell and Petrie (1994) suggested training for counseling supervisors should focus on three primary issues: (a) theoretical models of supervision, (b) the empirical literature on supervision processes and outcome, and (c) ethical and legal issues. The BMS approach modifies the first of these issues (theoretical models of supervision) to include all foundational supervision models, and places supervisory worldview (beliefs and values) as a separate area of concentration. The second area (empirical literature on supervision processes and outcome) is also incorporated. The third area (ethical and legal issues) is folded into the MARRIAGE list. Thus, the BMS approach focuses on (a) foundational models of supervision, (b) current research related to supervision, and (c) each supervisor's worldview.

Recognizing the need for comprehension and simplicity (especially for less experienced supervisors), the BMS approach offers the MARRIAGE list as a means to quickly assess whether all necessary components of supervision are being addressed. The MARRIAGE list is comprised of the following supervisory issues: (a) Multicultural concerns, (b) Assessment and evaluation (c) Relationship, (d) Research findings (e) Informed consent (f) Atmosphere (g) Goal setting, and (h) Ethical considerations and professional standards.

Initial Session

Beginning counseling supervision with an unfamiliar supervisor, especially for novice trainees, elicits feelings of anxiety and fear (Stoltenberg & McNeill, 1997). To develop a positive supervisory relationship, it is helpful to normalize trainee emotions. A strong and supportive supervisory relationship is recognized as the primary means by which effective counseling supervision is accomplished (Rønnestad & Skovholt, 1993; Worthen & McNeill, 1996).

One tool necessary to build the supervisory relationship is a written supervision contract used to establish and clarify supervisory parameters and expectations. The counseling supervision contract is a necessary component of the BMS approach. The contract consists of four elements: (a) personal disclosure statement, (b) goals, (c) assessment and evaluation, and (d) logistics. Within the personal disclosure statement the supervisor is encouraged to provide as much personal, professional, and theoretical background information (i.e., credentials, experience, and approach to supervision [Bernard & Goodyear, 2009]) as the supervisor feels is necessary. However at the minimum, the disclosure statement should include the supervisor's basic approach or perspective on counseling supervision. The personal disclosure statement is less formal than the remainder of the counseling supervision contract and should be written in a clear, personal voice.

Goals, assessment, and evaluation will be discussed in detail later as part of the MARRIAGE list; however, once these topics are discussed and agreed-upon by the supervisor and supervisee during the initial session, they are included in the final draft of the supervision contract. The supervisor also employs discussion, observation, and any other formal (e.g., Myers Briggs Type Indicator [1962]) or informal assessments to ascertain the elements of trainee style, background, learning approach, beliefs, temperament, theoretical approach, and experience. This holistic assessment serves to

build rapport, provides the supervisor with information necessary to meet the trainee "where they are at," and models for trainees the necessity of collecting the same information from his or her clients.

The final element of the counseling supervision contract is logistics. Logistics describes specifics of the work setting such as emergency procedures, chain of command contacts (should the trainee have issues or concerns which he or she is unable or unwilling to directly bring to the supervisor), work setting particulars such as hours, access, and standards, and any additional relevant boilerplate information that the supervisor or the work setting require (Borders & Brown, 2005). The BMS approach supervision contract includes a logistics section to avoid the tendency for organizational issues to receive insufficient attention. Yet ". . .the energy invested in the organization of clinical supervision may produce the greatest payoff in terms of protecting time and providing a context for exemplary supervisory practice" (Bernard & Goodyear, 2009, p. 217).

The supervision contract serves the overall purpose of establishing the supervisory relationship. The contract clearly delineates he supervisor‟s simultaneous responsibilities to the trainee, the trainee‟s current and future clients, the profession as a whole, and the specific work setting. Finally, the contract serves to clarify the who, what, when, where, how and why of supervision.

The MARRIAGE List

Basic Use

The MARRIAGE list is mentioned in the initial session, and put into full use in all subsequent sessions. Because the items on the list have parallels to issues in counseling, the list can be used at the beginning of sessions to prompt the trainee to discuss the MARRIAGE list items as they relate to supervision and/or as they relate to areas pertaining to the supervisee‟s clients. When the MARRIAGE list is not needed to prompt discussion, it can be used at the end of a session by the supervisor as a check-out to ensure that all important topics have been addressed.

Multicultural Concerns

All human interactions are multicultural and thus all counseling and supervisory relationships fall under the multicultural umbrella (Killian, 2001; Pedersen, 1991). Competent counseling supervisors have an appreciation for the unique characteristics of supervisees as part of the profession‟s best practices (Bernard & Goodyear, 2009). Likewise, counselors and supervisors are expected to engage in ongoing self reflection to uncover biases and blind spots (Arredondo, 1999). Gatmon and colleagues (2001) and Yourman and Farber (1996) found open discussion of cultural, sexual orientation, gender, transference, and countertransference issues between supervisors and supervisees significantly improved supervisory outcomes. Thus, through modeling, self-disclosure and transparency, supervisors can foster an atmosphere where differences and similarities in the dyad are openly discussed. Owing to the power differential (supervisors have evaluative power over trainees), it may be difficult for supervisees to broach sensitive issues; therefore, responsibility for addressing cultural differences falls to the supervisor.

Assessment and Evaluation

Evaluation is an essential element of counseling supervision and ensures the welfare of current and future clients (Bernard & Goodyear, 2004). Evaluation in the context of the BMS approach occurs through formative (ongoing or session-by-session) and summative (final) evaluations of the supervisee. Counseling supervisors should also look for opportunities to incorporate self-reflection (such as journaling or other self-reflection activities) and peer evaluations produced through group supervision. Counseling supervisors make evaluation clear by including written details (in the counseling supervision contract) of the process, pace, and tools of evaluation. The supervisor chooses formal and informal methods of evaluation that meet the needs of the trainee, supervisor, and work setting. Evaluative feedback is translated into written form and delivered to the supervisee at intervals of no less than once every other supervisory session.

The counseling supervisor makes use of audio, video, and live supervision in addition to written materials provided by the trainee (such as journal entries, transcripts and case summaries) to supplement the supervisor"s understanding of the trainee"s progress. The supervisor seeks to hit "the sweet spot" where an appropriate amount of challenge is provided that can be accommodated by, but does not overwhelm, the supervisee (Stoltenberg, 1981). The provision of feedback and challenge is designed to produce maximal results and is made easier on the trainee by the supervisor"s initial and ongoing attention to the supervisory relationship (Bernard & Goodyear, 2009).

Peer-to-peer and self-reflective evaluations can be powerful adjuncts to individual supervision (Bernard & Goodyear, 2009). However, final determination for trainees receiving a passing grade (in the case of trainees still in school) or advancement (for trainees in the field) remains the sole discretion of the evaluative structure implemented by the supervisor as outlined in the supervision contract. The BMS approach to assessment and evaluation provides trainees with the opportunity to present case summaries of single or multiple sessions with current clients through whatever platform (e.g., oral, written, audio, or video-taped) is most productive and convenient.

Through the use of ongoing and open evaluative feedback, all parties are protected and informed (Ellis & Ladany, 1997). If insufficient progress is made such that supervisees are barred from continuation towards licensure (or advancement), the written evaluation pieces can be used to demonstrate what specific areas were lacking and what deficiencies needed remedy. As gatekeepers to the profession (ACA, 2005; ACES, 1993), supervisors must at times prevent individuals from advancement and documentation makes it easier to support these decisions.

Relationship

The strength of the supervisory relationship, as mentioned in the *Initial Session* section above, is positively correlated with the introduction, progression, or resolution of significant incidents in counseling supervision (Bernard & Goodyear, 2009). The significance of the supervisory relationship cannot be overstated as novice supervisors may be drawn to techniques or administrative tasks that may be easier to perform, but fail to energize the relationship with the trainee. Supervisory techniques, while important, are never more important than the quality of the supervisory relationship. According to M.

Young, "understanding the ways of the fish is more important than the tools of the fisherman" (personal communication, Spring 2009).

The counseling supervisor provides a safe and supportive base from which ruptures, disclosures, and self-reflections can emerge. The BMS approach recognizes the centrality of the supervisory relationship and places the establishment and maintenance of the relationship in the hands of the supervisor. Although the exact method by which this relationship is promoted belongs to each individual supervisor the BMS approach highlights the use of empathy, warmth, trust, mutual respect, flexibility (Worthen & McNeill, 2001), transparency (Edwards & Chen, 1999) and the core conditions of congruence, unconditional positive regard, and empathy (Rogers, 1980) have been shown to promote a productive supervisory relationship which is critical to successful supervision (Bernard & Goodyear, 2009, Rønnestad & Skovholt, 1993, Worthen & McNeil, 1996).

The strength (or lack thereof) of the supervisory relationship may be reflected in "parallel process," which is a unique element of supervision involving the following dynamic: supervisees unconsciously identify with the client and then behave in a similar manner with the supervisor during supervision. For example, having a verbose client may (consciously or unconsciously) produce excessive dialogue from the trainee while meeting with the supervisor. The parallel part of "parallel process" is that the supervisee then takes the supervisor"s style back to sessions with his or her client (Doehrman, 1972; Stoltenberg & Delworth, 1987; Loganbill et al., 1982). An understanding of parallel process is therefore important because how the supervisor interacts with the trainee is often how the trainee will act with his or her clients. Transference and countertransference (for definition and more see Russell, Jones, Barclay, & Anderson, 2008) is another area that may hinder the supervisory process if ignored. Conversely, open discussion of transference and countertransference issues yields positive outcomes (Borders & Brown, 2005). Finally, supervisee resistance should be expected and met with encouragement, acknowledgment, and open discussion (Liddle, 1986).

Research Findings

The BMS approach is supported by a lifelong approach to counseling supervision (Rønnestad & Skovholt, 1993) and an appreciation for the benefits of remaining up-to-date with research findings (Russell & Petrie, 1994). Staying abreast of research related to supervision serves two purposes: First, it keeps supervisors current and therefore less likely to experience supervision as a task that can be completed in a routine fashion; and second, it models for the trainee the importance of being up-to-date and a lifelong learner. Staying fresh and modeling lifelong learning are both supported by research and professional standards (ACA, 2005; ACES, 1993; CACREP, 2009; Rønnestad & Skovholt, 1993).

Informed Consent

Informed consent is part of the supervision contract and is used to clarify expectations. Informed consent also includes due process procedures vital to the protection of all parties in the case where a supervisor judges a supervisee to be unfit to advance in the profession (Bernard & Goodyear, 2009). Attention to informed consent serves two purposes. First, it keeps supervisors focused on providing all pertinent

information needed by the trainee. And second, the trainee, through parallel process and modeling, is likely to translate this behavior into appropriate attention to informed consent with his or her clients. Thus, the BMS approach promotes legal and ethical clarity through the use of informed consent in order to meet the requirements of the client, the trainee, the supervisor and the profession.

Atmosphere

Atmosphere relates to all of the techniques, practices, and behaviors of the supervisor that can help or hinder the advancement of the trainee, but also includes awareness of research findings that indicate trainees can be over-challenged as well as under-challenged. In order to maximize trainee progress the counseling supervisor must start with an understanding of "where the supervisee is at." Assessing the unique perspective or development of the supervisee is accomplished through relationship-building and the use of assessment tools chosen by the supervisor. Once the counseling supervisor is aware of the trainee‟s starting point the supervisor then provides the appropriate balance of support and challenge to move the trainee towards greater skill and knowledge (Blocher, 1983). By matching the person (supervisee) to the environment (supervision), and the amount of challenge (feedback) to the supervisee‟s level of understanding, a higher level of trainee understanding and acceptance is produced (Stoltenberg, 1981).

Goal Setting

Having mutually agreed upon goals is considered important to successful counseling supervision (Bernard & Goodyear, 2009). The supervision contract includes the minimum goals and expectations of the supervisor, and has room for the trainee and supervisor to co-create additions or modifications. The supervisee is invited to participate in the construction of goals; however, responsibility falls to the supervisor to have something in writing that meets the supervisor‟s expectations.

Ethical Considerations and Professional Standards

Informed and competent supervisors are aware of numerous disparate issues related to legal and ethical matters in supervision and are responsible for ensuring that their trainees are equally aware. One challenge in this task is to balance the needs of the trainee with the needs of his or her clients (Bernard & Goodyear, 2009). Specific issues may include, but are not limited to: (a) multiple relationships, (b) sexual relationships, (c) sexual harassment, (d) supervisor competence (supervising outside of his or her comfort zone), (e) confidentiality rights of client and supervisee, and (f) gate keeping issues. In addition, supervisors and administrators may be held liable for the actions of the trainee. Supervisors prevent problems by modeling ethical and professional behavior as well as through building a strong supervisory relationship, staying current on ethical and legal considerations, the use of written documentation, early and (if needed) repeated consultation with peers and supervisors, the purchase of malpractice insurance, and finally, the use of an attorney specializing in these issues (Bernard & Goodyear, 2009; Borders & Brown, 2004). The BMS approach to counseling supervision takes a proactive posture towards addressing ethical considerations and meeting professional standards.

Discussion

Strengths of the BMS Approach

The BMS approach is designed to be adaptive and flexible while addressing key issues of supervision. The model is designed to be incorporated with each supervisor‟s unique worldview and is therefore appropriate for supervisors from any theoretical, geographic or cultural background. Additionally, by attending to the MARRIAGE list, novice supervisors can feel confident that all of the supervisee‟s needs are being met. Finally, the BMS approach is both grounded in seminal research and theory, yet is designed to stay current as common factors and best practices are advanced in the literature.

Limitations of the BMS Approach

Although the approach has strengths, there are limitations. As a new model it has not been tested and some of its basic tenets are based on theories or models having limited research validation. Furthermore, by design, the approach is open to individual interpretation and has few testable features, thus testing the approach may be challenging, and may best be accomplished through qualitative methods. Because the model seeks to be all-encompassing, some supervisors, especially less experienced supervisors, may find it unwieldy and under-prescriptive. The BMS approach requires the supervisor to have a high degree of cognitive complexity and a desire to remain current on supervisory issues. Another expectation of the model is that counseling supervisors feel comfortable with the ambiguity inherent to many areas of supervision, for example achieving a balance of support and evaluation, directing supervisee‟s through corrective interventions, and addressing mismatch of supervisor/supervisee theoretical orientation, cultural factors, and/or style.

Implications for Counselor Educators and Supervisors

To achieve licensure, counselors must spend time as a supervisee. In addition, the longer a counselor remains in practice the more likely he or she will be called upon to supervise (Rønnestad, Orlinsky, Parks, & Davis, 1997). Supervision stands as potentially the most important yet least advanced issue in the field (Falender et al., 2004). Thus, all counselors have an obligation to understand the components that combine to maximize effective supervision. The essential aspects of informed and competent supervision are complex and vast, and therefore a system that is sensitive to the person of the supervisee, congruent with the views of the supervisor, and meets the best practices of the profession is warranted. The approach presented here is easily understandable and can be adopted by, and personalized for, supervisors of any worldview.

The BMS approach covers the divergent past, present, and emerging issues relevant to counseling supervision, and strikes a balance among the various research discoveries and the unique characteristics that supervisors and supervisees bring to supervision. At the same time the approach keeps an overarching concern for the welfare of the client. Moreover, the BMS approach provides a structure within which all areas of supervision are addressed.

Conclusion

Supervision is seen as the most critical element in developing professional and competent counselors (Wiley, 1982) and an assignment that counselors will likely engage in their careers (Norcross, Hedges, & Castle, 2002). Models have been proposed as a necessary tool for organizing the varied and vast amounts of supervisory information. An approach to supervision was proposed that integrates foundational models of supervision with empirically supported issues central to effective supervision. The central tenets of the BMS approach were detailed, as well as its application in service to supervisees. A description of how the model is adaptable to a diversity of styles was presented. Finally, the model˙s strengths and weaknesses, as well as implications for the field of counselor education and supervision were discussed.

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