

SECOND EDITION

# Clinical Supervision in the Helping Professions

## A Practical Guide

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## A Practical Guide



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## DEDICATION



*To our supervisees and students,  
who have taught us many lessons about how to supervise*



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## PREFACE



The field of supervision is a rapidly emerging specialty area in the helping professions. In the past, supervisors often learned how to supervise based on their own, and often limited, experiences when they were supervisees. Until recently few professional standards specifically addressed supervision practices, and separate courses in supervision were rare. Today, the trend is toward including a course in supervision in graduate programs in the helping professions, especially in doctoral programs. If there is not a separate course, topics of supervision are frequently incorporated into one or more courses. In addition, state licensing and certification boards are increasingly requiring formal training in the area of supervision as a part of the licensing and certification process. The result of these trends is that in order to practice as a supervisor it is mandatory to complete course work or take continuing education workshops in supervision and to show evidence of competence not only in skills and techniques but in supervisory processes and procedures.

This book provides a practical guide to becoming a supervisor. We aimed to make it reader-friendly, informative, interesting, practical, personal, and challenging. We address topics essential to becoming an effective supervisor, with emphasis on helping new supervisors acquire the knowledge and skills necessary to supervise others in a variety of settings. We believe one of the best ways to learn how to supervise is for new supervisors to reflect on what they have learned from their own supervision. Readers are encouraged to conceptualize and personalize the dynamics of supervision.

The information provided and our suggestions for becoming a supervisor are based on both the supervision literature and our collective professional experience in supervision. Throughout this book we discuss the ethics and professional codes and the relevant literature, but we also state our own position on these topics and offer commentary on how we might approach various cases. We try to balance theory with personal beliefs, attitudes, and relevant experiences regarding supervision. A unique feature of this book, *Voices From the Field*, provides a glimpse of what other practicing supervisors have to say about key issues in the practice of supervision.

We do not present a single best approach to supervisory practice. Instead, we encourage reflective practice and ask supervisors and supervisees to integrate their own thoughts and experiences with the material they are reading. Most of all, we recommend that readers continually reflect on what supervision has been like for them at various stages of their professional development. It is important to have both a solid foundation of the theories

and methods of supervision and an understanding of what has been learned from their own experiences as a supervisee and as a supervisor.

This book has a practical emphasis, which can be seen throughout the text in tips for practical application, case examples, sample forms, interactive questions, and activities that can be done in small groups. It is designed as a practical guide for new and practicing supervisors but can also be utilized as a primary or supplementary text in a variety of doctoral-level and master's-level courses.

*Clinical Supervision in the Helping Professions: A Practical Guide* (Second Edition) is appropriate for use in disciplines including counseling psychology, counselor education, clinical psychology, marriage and family therapy, human services, social work, school counseling, mental health counseling, rehabilitation counseling, psychiatric nursing, and other mental health specializations. It is an ideal resource for practicum, fieldwork, and internship seminars in these disciplines and for advanced undergraduate courses in human services and social work programs. In addition, this book can be used as a resource for both prelicensed professionals and practicing supervisors.

## How to Get the Most From This Book

This book is different from traditional textbooks in supervision. As much as possible our expectation is that this book will provide an interactive tool that will assist you in formulating your perspective on supervisory practice. The many questions and exercises interspersed throughout the text are intended to stimulate you to become an active learner. If you take the time to think about the chapter focus questions and do the suggested activities at the end of each chapter, your learning will be more meaningful and personal. Supervision is not a topic that can be mastered solely by reading about theory and research. Supervision is best learned by integrating the theoretical material with your own supervision experiences.

Several terms are used throughout the book to describe supervisors, supervisees, counselors, and the counseling process. For example, *supervisees*, *trainees*, and *prelicensed counselors* are all types of supervisees; *counseling*, *therapy*, and *psychotherapy* are various forms of the therapeutic process. Different disciplines in the helping professions use slightly different terms to describe the various roles and processes. Typically we use *client* to refer to those individuals receiving services provided by the supervisee. We use many of these terms interchangeably because we are writing to several disciplines such as counseling, psychology, social work, counselor education, and school counseling. Keep in mind that you will see these terms used interchangeably throughout the book.

## Overview of the Book

Each chapter focuses on a specific aspect or dimension of supervision that we believe is vital to understand. Here is what you can expect in each chapter:

- Chapter 1 lays the groundwork for the book by defining supervision and discussing the goals and objectives of supervision. In line with the personal focus of the book, each author offers her or his unique perspective on supervision and highlights some of the experiences that have shaped the author's views about the subject.
- Describing the multiplicity of roles that supervisors may need to adopt, ranging from teacher and coach to administrator and empowerer, Chapter 2 focuses on the supervisor's roles and responsibilities. A portion of the chapter is devoted to exploring how supervisees can get the most from their supervision and fieldwork experiences.

- The quality of the supervisory relationship is of paramount importance, and Chapter 3 focuses exclusively on factors and issues that are likely to affect this relationship and on the supervisor's and supervisee's characteristics that facilitate and hinder the supervision process. Conflict in the relationship and other challenging situations are addressed as well.
- Chapter 4 provides a description of the current models of supervision. These include models based on therapeutic approaches such as the person-centered and family therapy perspectives as well as models that were developed specifically for clinical supervision such as developmental and integrative approaches.
- Chapter 5 focuses on the practical methods used in supervision and explains how various methods can be implemented in an integrated supervision model.
- Chapter 6 addresses the importance of developing multicultural competence as a supervisor as well as preparing trainees to be competent in serving diverse client populations. Supervisors have a responsibility to model social advocacy for their trainees and to encourage trainees to carry out this important function in their work with clients.
- Ethical issues and multiple relationships are the focus of Chapter 7. This discussion addresses what every supervisor needs to know about ethical supervisory practice and teaching supervisees to practice ethically. It also ventures into topics such as dealing with impairment and incompetence and recognizing ethical violations.
- Chapter 8 is devoted to legal and risk management issues. Given today's litigious climate, supervisors need to have a basic understanding of the the legal issues they might encounter; thus, a legal primer is presented. An extensive list of risk management strategies is also included in the chapter.
- Most trainees feel ill equipped to handle crisis incidents. Chapter 9 provides supervisors with information to help them manage crisis situations effectively and to prepare their supervisees to competently navigate through client crises and deal with the aftermath of crises.
- Chapter 10 explores evaluation, a topic that tends to cause supervisors a great deal of anxiety. Evaluation is a critical component of ethical supervision and is the element that sets supervision apart from counseling and psychotherapy. In this chapter, the process and methods of evaluation are described so that supervisors can approach this task with a clearly defined plan and, consequently, with less anxiety.
- The final chapter examines what is required to become an effective supervisor. We hope that Chapter 11 inspires you to find your own style and empowers you to find your own voice as a supervisor.

As noted, we have made a concerted effort to make the material come to life by sharing our personal perspectives and the viewpoints of practicing supervisors. In *Voices From the Field*, supervisors from different professional backgrounds and with varying levels of experience candidly describe some of the challenges they have faced as well as the joys of supervising.

The *Suggested Activities* section at the end of each chapter is designed to augment your professional development. These activities will aid you in thinking about and reflecting on what you have just read. For students and supervisees, this can be a way to bring more thought to your supervision sessions. For supervisors, this may give you some ideas for topics to discuss with supervisees. These activities can be adapted for individual work or group discussion.



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Along with his wife, Marianne Schneider Corey, Jerry often presents workshops in group counseling. In the past 30 years the Coreys have conducted group counseling training workshops for mental health professionals at many universities in the United States as well as in Canada, Mexico, China, Hong Kong, Korea, Germany, Belgium, Scotland, England, and Ireland. In his leisure time, Jerry likes to travel, hike and bicycle in the mountains, and drive his 1931 Model A Ford. The Coreys have been married for 45 years; they have two adult daughters and three grandchildren.

Jerry Corey is coauthor (with Barbara Herlihy) of *Boundary Issues in Counseling: Multiple Roles and Responsibilities*, second edition (2006) and *ACA Ethical Standards Casebook*, sixth edition (2006), and is author of *Creating Your Professional Path: Lessons From My Journey* (2010); all three books are published by the American Counseling Association. Other books that Jerry has authored or coauthored, all with Brooks/Cole, Cengage Learning, include:

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- *Theory and Practice of Counseling and Psychotherapy*, eighth edition (and Manual) (2009)
- *Case Approach to Counseling and Psychotherapy*, seventh edition (2009)
- *The Art of Integrative Counseling*, second edition (2009)
- *Theory and Practice of Group Counseling*, seventh edition (and Manual) (2008)
- *Group Techniques*, third edition (2004), with Marianne Schneider Corey, Patrick Callanan, and J. Michael Russell

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- *Student Workbook and Facilitator's Resource Manual for Ethics in Action* (1998, with Gerald Corey and Marianne Schneider Corey)

- *Facilitator's Resource Manual for Living and Learning* (1997, with Gerald Corey)
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- Managing multiple relationships in a forensic setting. In B. Herlihy and G. Corey, *Boundary issues in counseling: Multiple roles and responsibilities* (2006, pp. 170–173). Alexandria, VA: American Counseling Association.

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- Moulton, P., Barnett, S., Cecchini, V., & Deka, T. (2001). *Plotnik's instructor's resource guide* (6th ed.). Belmont, CA: Wadsworth, Cengage Learning.
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- Brody, L. E., Muratori, M. C., & Stanley, J. C. (2004). Early entrance to college: Academic, social, and emotional considerations. In N. Colangelo, S. Assouline, & M.U.M. Gross (Eds.), *A nation deceived: How schools hold back America's brightest students, Volume II: The Templeton National Report on Acceleration*. Iowa City, IA: The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development.
- Muratori, M., Colangelo, N., & Assouline, S. (2003). Early entrance students: Impressions of their first semester of college. *Gifted Child Quarterly*, 47(3), 219–238.
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We are especially indebted to the students and practicing supervisors who gave generously of their time to share their thoughts and experiences with supervision. You will find their thoughts in their own words in the *Voices From the Field* feature throughout the book.

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