
PRACTIUM SUPERVISEES’ BEHAVIORS TO MAKE THE MOST OUT OF THEIR CLINICAL SUPERVISION EXPERIENCE

Supervisees’ Commitment to Ethical and Professional Responsibilities

- Dressing professionally at my internship site
- Dressing professionally for supervision
- Completing an agreement with my supervisor
- Being professional
- Presenting my client's information in a professional way
- Knowing my rights as a supervisee before going into the supervision relationship
- Logging direct and indirect hours daily
- Reviewing ACA Code of Ethics
- Advocating for my client/s

Supervisees’ Commitment to Supervision Time

- Being prompt
- Being dedicated to attend all supervision sessions when they are scheduled
- Being respectful of my supervisor's time and efforts
- Showing up on time for the supervision sessions
- Staying for the duration of each supervision session
- Paying attention in supervision
- Avoiding unnecessary absences from sessions
- Completing assigned tasks in supervision
- Keeping my commitments and not cancelling supervision unless it is necessary
- Letting my supervisor know ahead of time about scheduling conflicts and absences

Supervisees’ Active Engagement in Setting Learning Goals and Expectations

- Creating supervision goals/objectives for myself at the beginning of the semester
- Making personal goals and striving towards them
- Setting honest clinical goals (i.e., counseling skills) and making that a part of supervision
- Having clear expectations of myself and my supervisor

Supervisees’ Intentional Preparation for the Supervision Session

- Reviewing counseling recordings and transcripts prior to supervision
- Bringing my planner in case my supervisor has to change our supervision date/time
Bringing videos to supervision**
Bringing a written case presentation to supervision
Completing paperwork on time
Coming to supervision prepared ahead of time with all materials expected
Coming to supervision with specific topics and questions (i.e., interventions to use with clients) on a regular basis, especially when needed.
Being prepared to discuss treatment planning, goals, interventions, and techniques
Being prepared to explain diagnoses I gave to my clients
Being prepared with copies and knowledge of all necessary documents related to supervision
Organizing end-of-semester paperwork in advance
Having a list of clients that I have seen since previous supervision session
Taking notes during supervision to track and reflect on topics discussed and increase accountability
Documenting concerns for discussion in supervision to prevent losing details

Supervisees’ Positive Attitude and Investment in Supervision

Being flexible
Being fully present in supervision
Being willing and ready to do the supervision work
Being kind in my supervision sessions
Being respectful of client confidentiality during my supervision sessions
Showing respect towards my supervisor [and peers] **
Showing my appreciation to my supervisor
Valuing supervision
Developing my comfort level engaging in supervision
Working on not getting distracted in supervision
Having a professional mindset when in supervision
Approaching supervision with a positive attitude
Self-reporting my sessions in a more objective manner

Supervisees’ Willingness to Be Open and Honest in Supervision

Being honest with my supervisor [and peers] **
Being honest about my struggles
Being honest about the challenges I face with clients
Being honest about my weaknesses as a counselor
Being honest about my doubts
Being transparent in my supervision sessions

- Being open in supervision about personal reactions (i.e., feelings, thoughts, transference, countertransference) I experience while working with clients
- Being open about my failures with clients
- Being open with my supervisor [and peers] **
- Being open to supervisory interventions/techniques during supervision
- Being open to evaluation
- Being vulnerable
- Being willing to discuss new ideas
- Being willing to discuss things outside of counseling (in everyday life) that may be affecting my ability to provide counseling services efficiently
- Admitting when I don't understand something
- Communicating positive and negative aspects of my performance

Supervisees’ Comfort and Trust in the Supervisory Relationship

- Feeling comfortable with my supervisor [and peers] **
- Feeling comfortable working with my supervisor [and peers] **
- Being comfortable with conflict resolution with my supervisor [and peers] **
- Being genuine in the supervision relationship
- Being open to building the supervisory relationship
- Not being fearful of my supervisor [and/or peers] **
- Trusting that my supervisor has my best interest in mind
- Understanding and establishing good boundaries within the supervisory relationship

Supervisees’ Active Participation in the Supervision Process

- Remaining committed to and actively engaged in supervision
- Preparing for and discussing termination of supervision with my supervisor [and peers] **
- Bringing research into supervision for discussion
- Addressing parallel process
- Following through with feedback
- Implementing counseling ideas discussed in supervision and bringing them up in the following supervision session

Supervisees’ Active Collaboration with Their Supervisor

- Reflecting on the supervision session with my supervisor [and peers] **
- Reflecting on my strategies/interventions with my clients and looking for other options with my supervisor [and peers] **

- Processing my counseling sessions with my supervisor [and peers] (i.e., interventions used, clinical judgment) **
- Collaborating with my supervisor [and peers] about my professional development **
- Collaborating with my supervisor [and peers] to find resources for clients **
- Discussing my theoretical orientation with my supervisor [and peers] **
- Engaging in the discussion process in supervision
- Putting effort into building a collaborative relationship with my supervisor [and peers] **
- Checking-in with my supervisor about my progress toward goals
- Briefly meeting with my supervisor throughout the day at the site
- Role playing in supervision to work on counseling skills
- Verifying the correctness of SOAP notes and other paperwork with my supervisor

Supervisees’ Communication of What They Need from Their Supervisor

- Expressing my needs to my supervisor [and peers] in supervision **
- Expressing any issues or concerns (i.e., within clinical work, at internship site) to my supervisor [and peers] when they arise **
- Being willing to ask for more help if I feel that I need it in certain areas
- Being open with the supervisor [and peers] about my need for confidentiality so that I can feel safe in supervision **
- Asking about possible referrals
- Asking about where I might find more information to answer a client’s questions
- Asking for help on how to write better clinical notes
- Asking for help on how to correctly conceptualize my clients
- Asking my supervisor to watch my videos
- Asking for written feedback
- Asking for a pre-rating of my counseling skills and a post-rating (pre-supervision and post-supervision) to detect growth and development
- Asking questions about professional development (i.e., licensure process, residency, future supervisors)
- Asking questions about client statements and behaviors that I do not understand
- Discussing self-care practices
- Seeking advice and consulting with my supervisor [and peers] **
- Requesting and advocating for consistent (i.e., same time and day) and continuous (i.e., weekly) supervision by a supervisor who attends to my individual needs
- Requesting guidance and support in client advocacy
- Requesting live supervision for challenging clients

- Requesting forms of supervision that help me (i.e., role play, creating a treatment plan)
- Requesting direct feedback from my supervisor [and peers] on various topics (i.e., skills, case conceptualization, techniques of a given theory) **
- Clarifying skills expected from me as a supervisee
- Clarifying tasks with my supervisor [and peers] **
- Clarifying counseling skills with my supervisor [and peers] **
- Clarifying the feedback with my supervisor [and peers] **
- Getting clarification about legal aspects of counseling to safeguard both myself and my clients in specific circumstances
- Consulting on ethical dilemmas with my supervisor [and peers] regularly **
- Ensuring my faculty supervisor and on-site supervisor communicate about my progress
- Inquiring about free continuing education
- Reaching out to my supervisor during crisis circumstances
- Showing my supervisor [and peers] parts of taped sessions that I need help on **
- Advocating for myself, specifically for my learning and needs as a supervisee

**Supervisees’ Receptiveness and Management of Feedback**

- Being open to positive feedback and constructive criticism from my supervisor [and peers] **
- Being open and willing to learn skills and new information from my supervisor [and peers] **
- Being open and willing to consider my supervisor’s [and peer’s] perspectives and suggestions **
- Being flexible with recommended interventions from my supervisor [and peers] **
- Being able to accept praise from my supervisor [and peers] **
- Being honest, but respectful, if feedback offends me (not holding negative feelings in)
- Not letting the negative feedback discourage me
- Learning from the negative feedback but not always taking it deeply
- Receiving feedback without taking personal offense
- Not getting defensive when receiving constructive feedback
- Trying to believe in myself in spite of setbacks and negative feedback
Supervisees’ Willingness to Offer Feedback to Their Supervisor

- Providing feedback to my supervisor [and peers] about supervision in the way I would like to receive feedback **
- Providing my supervisor [and peers] with feedback on what is and/or what is not working for me in our [group] supervision work **
- Providing my supervisor [and peers] with feedback on what is and/or what is not working for me in our [group] supervision relationship **
- Telling my supervisor [and peers] how I prefer to receive feedback **
- Communicating my thoughts as clearly and specifically as possible to my supervisor [and peers] **

Supervisees’ Personal Awareness and Reflections on Their Counseling Practice

- Being aware of personal aspects that might affect process in counseling
- Being willing to learn from my mistakes and successes
- Identifying and remaining aware of my strengths as a developing counselor
- Identifying and remaining aware of my areas of growth as a developing counselor
- Working on personal matters that might be impacting my clinical work
- Building on personal strengths
- Taking ownership of mistakes in order to learn
- Not assuming I know more than I do
- Developing my confidence as a counselor in training
- Engaging in critical thinking when reviewing session tapes
- Weighing differing opinions and synthesizing them into my practices
- Understanding that there is no "perfect" way of counseling

Supervisees’ Personal Awareness and Reflections on Their Supervision Experience

- Being prepared to have assumptions challenged by the supervisor [and peers] **
- Being comfortable talking about challenges
- Being aware of personal aspects that might affect process in supervision
- Trying not to be worried about what my supervisor [and peers] thinks of me (if

- they think I am a good counselor or not)**
  - Working on managing my anxiety
  - Remaining mindful that there are things my supervisor [and peers] knows more about than I do**
  - Recognizing that supervisors [and peers] have the intention of supporting counselors [and peers] for purposes of professional growth**

### Supervisees’ Willingness to Process Multicultural Considerations in Relation to Their Counseling Practices

- Talking about cultural differences with my supervisor [and peers] and how might that be playing out in the counseling session**
- Seeking help how to recognize cultural differences between my clients
- Consulting with my supervisor [and peers] about how to address multicultural issues with clients**

### Supervisees’ Willingness to Process Multicultural Considerations in the Supervisory Relationship

- Talking about cultural differences with my supervisor [and peers] and how might that be playing out in the [group] supervision session**
- Addressing multicultural issues between me, my supervisor, [and peers] **
- Seeking help how to recognize cultural differences between my supervisors
- Expressing thoughts about multicultural considerations

### Gatekeeping

- Being cognizant of the gatekeeping functions of supervision

**Statement was slightly modified to fit the group supervision modality.

I have read this document in its totality. I understand that I must go over this form again, complete it, and send it to my instructor the day before the mid-term check in, and the day before the pre-end of the semester check in.

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<tr>
<th>Practicum Supervisee Name</th>
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