

Rocha, J., & Kemer, G. (2020). Best Practices in Clinical Supervision: What Must Supervisees Do?

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
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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
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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
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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
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- 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
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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
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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
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- 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
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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
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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
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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] **
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- 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
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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
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- 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
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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
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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] **
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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
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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
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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 **
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Supervisees' Willingness to Process Multicultural Considerations in Relation to Their Counseling Practices

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- 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 **
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Supervisees' Willingness to Process Multicultural Considerations in the Supervisory Relationship

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- 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
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Gatekeeping

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- Being cognizant of the gatekeeping functions of supervision
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**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.

Practicum Supervisee Name

Practicum Supervisee Signature

Date