

## Curriculum guide for training counseling supervisors: Rationale, development, and implementation

By: [L. DiAnne Borders](#), Janine M. Bernard, H. Allen Dye, Margaret L. Fong, Patricia Henderson, and Don W. Nance

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### **Abstract:**

A standardized curriculum that can be applied to a variety of supervisor training programs is presented. Suggestions for implementation and research are included.

**Keywords:** training | counselor supervisors | curricula

### **Article:**

Over the last decade, supervision has emerged as a "distinct field of preparation and practice" (Dye & Borders, 1990, p.32) with a unique body of knowledge and skills. As competencies of effective supervisors have been identified in the literature (see Bernard & Goodyear, in press; Dye & Borders, 1990; Russell, Crimmings, & Lent, 1984; Worthington, 1987), the necessity of specialized training in counseling supervision has become increasingly clear. A number of writers have made repeated calls for systematic training in clinical supervision for supervisors (e.g., Bernard, 1981; Hart & Falvey, 1987; Hess & Hess, 1983; Holloway, 1982; Lumsden, Grosslight, Loveland, & Williams, 1988; McColley & Baker, 1982). Some writers even have asserted that supervisor training is an ethical necessity, suggesting that untrained supervisors are practicing outside their area of competence (e.g., Cormier & Bernard, 1982; Newman, 1981; Upchurch, 1985).

The need for specialized training also has been acknowledged in preparation standards and professional credentials. Instruction in supervision is required for doctoral students in counselor education programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 1988), and it has been recommended for counseling

psychology programs (Kagan et al., 1988; Meara et al., 1988; Russell et al., 1984). Training for counseling supervisors is a legal requirement in several states (e.g., Arkansas, South Carolina, and Texas), where counselor licensure applicants must be supervised by persons who can document academic or in-service training experiences. In addition, two professional groups have established supervisor credentials that require some training experiences (American Association for Marriage and Family Therapy, 1987; "NACCMHC Approves Standards," 1987).

These professional developments indicate broad-based support for specialized training in counseling supervision. Several factors, however, have restricted widespread implementation of supervisor training programs. First, no comprehensive, standardized curriculum for such programs has been proposed. Training approaches published to date have been informative but limited in focus. Examples of these approaches include descriptions of doctoral level academic courses (Borders & Leddick, 1988), an introductory laboratory experience (Bernard, 1981), illustrations of a particular training technique (e.g., Bernard, 1989; Williams, 1988), and models for teaching specific supervision skills (e.g., Spice & Spice, 1976). Relevant professional standards (e.g., CACREP, 1988; see "Standards for Counseling Supervisors" in Dye & Borders, 1990) suggest that both didactic and experiential instruction should be included but do not specify a complete, organized curriculum.

There also is ample evidence that avenues for receiving supervisor training are quite limited. Relatively few counselor education and psychology programs offer systematic training (Borders & Leddick, 1988; Hess, 1980; Holloway & Hosford, 1983; Lumsden et al., 1988; Russell et al., 1984), and in-service opportunities are scarce (Harvey & Schramski, 1984). Training opportunities for supervisors are particularly restricted in areas that have limited access to counselor education programs (e.g., rural areas). Substantive, innovative training programs are sorely needed for these areas.

It seems clear that, at this point in the development of the supervision profession, there is a pressing need for curriculum guidelines that can be applied to a variety of supervisor training programs. Ideally, these guidelines should (a) reflect current knowledge about the competencies of effective supervisors and (b) be adaptable to diverse work settings and varied populations of current and potential supervisors.

## **DEVELOPMENT OF THE CURRICULUM GUIDE**

In response to the need for a set of comprehensive training guidelines, a subcommittee of the Association for Counselor Education and Supervision (ACES) Supervision Interest Network was formed in June 1989. During an intensive 2-day meeting funded by ACES, a working group (the authors of this article) outlined the first draft of a curriculum for training counseling supervisors. The working group included educators, practitioners, and researchers in the field of supervision, who had supervision experience in several work settings (e.g., counselor education programs, school settings, college counseling centers, mental health settings, private practice).

The curriculum development process involved several steps. In preparation, each of us had reviewed the supervision literature in his or her area and selected materials to share with the total group. At the meeting, we first shared these materials and ideas gleaned from preparatory work.

During the resulting discussion, we agreed to design a curriculum guide that would meet the "Standards for Counseling Supervisors," a statement of the competencies of effective supervisors (Dye & Borders, 1990).

Close review of the standards document, the next step in our process, revealed that three curriculum threads were emphasized in each of the standards. These three threads, (a) self-awareness, (b) theoretical and conceptual knowledge, and (c) skills and techniques, became an organizational framework for developing the curriculum guide (i.e., organizing learning objectives). Additional examination of the standards revealed seven core curriculum areas: Models of Supervision; Counselor Development; Supervision Methods and Techniques; Supervisory Relationship; Ethical, Legal, and Professional Regulatory Issues; Evaluation; and Executive (Administrative) Skills. Next, major topics within each core area were identified (e.g., "individual differences" and "process variables" under Supervisory Relationship). Finally, for each core area, specific learning objectives in the three curriculum threads noted previously were written (e.g., "recognizes potential conflict areas and responds appropriately" is a skill for the core area Supervisory Relationship).

Following editorial refinement, the Curriculum Guide for Training Counseling Supervisors was distributed at the regional ACES conferences in the fall of 1989. During presentations at these conferences, working group members solicited and noted suggestions from conference participants. These suggestions were incorporated into the current draft, presented in Appendix A (see pp. 63-77).

## **ASSUMPTIONS UNDERLYING THE CURRICULUM GUIDE**

As the group members worked together, we recognized that we were operating on three broad assumptions about supervisor training. First, we assumed that supervisors-in-training would be trained counselors with extensive experience. Based on this assumption, prerequisites for supervisor training would include knowledge of human development and learning theories, knowledge and demonstration of a counseling theory or style, facilitative as well as challenging skills, case conceptualization skills, assessment and goal setting, evaluation and report writing, and familiarity with the American Association for Counseling and Development Ethical Standards (see core areas 1, 7, 8, and 9 in the "Standards for Counseling Supervisors"; Dye & Borders, 1990).

Second, we assumed that training programs, whether conducted as academic courses, in-service training, or professional development workshops, would involve a sequence of didactic and experiential instruction. This assumption primarily was based on the counselor skills training research, because supervisor training research is quite limited at this point (Borders, in press). Drawing on the training literature, a sequence including didactic course work, laboratory experiences, and supervised practicums would be recommended (see also Dye & Borders, 1990; Loganbill & Hardy, 1983).

Third, we assumed that training programs would include exposure to the existing conceptual and empirical literature for each core area of the curriculum guide. Trainers might use assigned

readings, lectures, or other instructional approaches to introduce supervisors-in-training to this literature.

## **IMPLEMENTATION OF THE CURRICULUM GUIDE**

The Curriculum Guide for Training Counseling Supervisors can contribute to the counseling and supervision professions in several ways. The most obvious contribution, of course, is in curriculum planning. In particular, the guide specifies content and learning objectives for the doctoral level supervision training that is currently required in CACREP-approved programs. More generally, the guide can serve as a framework for planning a range of training programs for supervisors at various levels of knowledge and experience. The emphasis of each training opportunity (i.e., the specific content areas and learning objectives to be covered) will depend on the target population, such as counselor education students, faculty, on-site internship supervisors, and supervision practitioners in various counseling work settings. A variety of delivery systems are possible, including workshops, institutes, ongoing training groups, and academic courses. In line with this planning approach, two working group members (Dye and Nance) have used the guide to design professional development institutes for presentation at recent American Association for Counseling and Development conventions, while another member (Henderson) has included selected core areas in a training program for head school counselors in her district.

The guide also can be a resource for assessing supervisor competency. "Qualified supervisors" could be identified through interview questions based on the learning objectives (e.g., How do you assess the learning needs of supervisees? What supervisory interventions do you use and how do you determine when to use them? How does supervision affect confidentiality of the client?). The learning objectives also could be used as a first step in developing a checklist for evaluating supervisors, followed by studies to refine items and establish psychometric properties of the measure. In addition, licensure board members who are writing rules and regulations regarding qualified supervisors of licensure applicants might find the guide to be a useful resource.

The guide also might contribute to the establishment of a separate supervisor credential. Discussion of such a credential has generated some concern regarding the increasing number of professional certifications (Dye & Borders, 1990). A recent survey of ACES members, however, indicated renewed support for a separate credential for supervisors (Waterstreet, 1990). The guide, along with the "Standards for Counseling Supervisors," provides knowledge and competency areas on which a credential could be based.

We are particularly hopeful that the guide will stimulate research on supervisor training. Despite a proliferation of research on the supervision process, little attention has been given to the effects of training (Borders, in press; Ellis & Dell, 1986). In fact, only one published study of training outcomes (Stenack & Dye, 1983) was located. Future research may be augmented by using the learning objectives as indicators of desired outcomes for training programs. The validity of the guide's content also could be determined by such investigations. Other studies could focus on identifying effective instructional methods for each learning objective.

Additional research is needed to determine how the learning objectives in the guide should be sequenced. Although there are some theoretical bases for such a sequence (i.e., brief models of supervisor development; Alonso, 1983; Hess, 1986; Stoltenberg & Delworth, 1987), these concepts have not been empirically tested. Thus, we elected to include introductory and advanced learning objectives in the Curriculum Guide for Training Counseling Supervisors but decided against attempting to order them. Models of supervisor development and our experiences as trainers suggest several sequences for investigation. For example, we believe that instruction in supervision models, counselor development, and supervision interventions is necessary before supervisors-in-training are ready to deal with relationship issues. We also suspect that learning to be a supervisor is a spiraling process in which supervisors are recycled through each content area at progressively more sophisticated levels of awareness and understanding (cf. Loganbill, Hardy, & Delworth, 1982). These speculations, however, need to be investigated, with the goal of identifying a preferred sequence of instruction across and within each core content area.

Finally, the guide can be useful to the individual professional in several ways. Current supervisors can identify areas or topics for their own professional development. Individuals anticipating the role of supervisor can assess their current readiness for the role and develop a plan for gaining needed knowledge and skills. The guide also may be of interest to persons receiving supervision who want to increase their knowledge of the supervision process.

## **CONCLUSION**

The Curriculum Guide for Training Counseling Supervisors builds on previous work to advance the status of this professional specialty. The guide provides the mechanism for implementing the "Standards for Counseling Supervisors" (Dye & Borders, 1990) via training programs, professional guidelines (e.g., preparation standards and credentialing), and research on the supervision process.

The guide is based on current knowledge about the field, composed of the limited theoretical and empirical literature and supplemented by working group members' experience with supervision. Although we believe the guide adequately reflects current understanding of the field, it is clear that much additional work is needed. It was our intention to include the requisite knowledge and skills needed to effectively supervise a diversity of professional counseling activities. To date, however, the conceptual and empirical supervision literature has emphasized one-to-one counseling, with scarce mention of other activities such as group counseling, consultation, and assessment (Brown, 1985; Holloway & Johnston, 1985; Watkins, 1991). As future research clarifies the supervision process in these additional areas, modifications and additions may be needed in the guide. In addition, knowledge generated from application of the guide in future research and practice will provide additional input regarding curricular content and instructional methodology. The working group invites correspondence concerning the current guide and suggested refinements.

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## APPENDIX A.

### Core Content Area: Models of Supervision

Major Topics	Learning Objectives		
	Self-Awareness	Theoretical and Conceptual Knowledge	Skills and Techniques
1. Elements of a model <ul style="list-style-type: none"> <li>1.1 roles of supervisor and supervisee</li> <li>1.2 goals and focus of supervision</li> <li>1.3 techniques for supervisee growth and changes</li> </ul>	1. States own beliefs and assumptions about supervision.  2. Describes a personal model of supervision	1. Describes the elements of given models of supervision. (The extent of this will vary with level of training.)  2. Compares and contrasts models of supervision in terms of: <ul style="list-style-type: none"> <li>2.1 roles</li> <li>2.2 goals</li> <li>2.3 techniques for change</li> <li>2.4 appropriateness for specific supervisees and settings.</li> </ul>	1. Demonstrates consistent use of a model of supervision by: <ul style="list-style-type: none"> <li>1.1 assessing a supervision session in terms of a cohesive model.</li> <li>1.2 selecting interventions that are congruent with the model being used.</li> <li>1.3 identifying desired outcomes based on the model.</li> <li>1.4 evaluating effectiveness based on the model.</li> </ul>
2. Conceptual models <ul style="list-style-type: none"> <li>2.1 development models</li> <li>2.2 theory-based models</li> <li>2.3 educational (“clinical”) models</li> </ul>		3. Describes research on specific models.	

### Core Content Area: Counselor Development

Major Topics	Learning Objectives		
	Self-Awareness	Theoretical and Conceptual Knowledge	Skills and Techniques
1. Stages of development  2. Characteristics of stages  3. Critical transition points  4. Educational environment or climate for each stage	1. Recognizes own stages of development (past and present).  2. Pursues (is open to) experiences that foster further development  3. Demonstrates comfort with creating anxiety in supervisees.  4. Describes own feedback style.  5. Describes own learning style.  6. Describes own theory of learning (i.e., beliefs and assumptions about how growth and change occur).	1. Describes theoretical assumptions of counselor development.  2. Relates general developmental theories (e.g., conceptual, ego) to models of counselor development.  3. Compares and contrasts several models of counselor development.  4. Differentiates between development level and training or experience level.  5. Describes the sequential, ongoing nature of counselor development.  6. Describes supervisory relationship dynamics at each development stage.  7. Describes the dynamics of an educational/learning environment (e.g., assimilation and accommodation, challenge and support.	1. Assesses developmental stage of supervisee, including: <ul style="list-style-type: none"> <li>1.1 general development (e.g., conceptual ego) levels</li> <li>1.2 training level</li> <li>1.3 skill level</li> <li>1.4 experience level</li> <li>1.5 supervisory issues (e.g., autonomy, professional identity, self-awareness).</li> </ul> 2. Assesses learning needs of supervisee relevant to developmental level.  3. Uses interventions appropriate to counselor’s developmental stage.  4. Formulates and demonstrates use of challenging interventions that create or enable change (e.g., confrontation, reframing, catalytic, intervention, information giving).

	8. Identify interventions that create and foster development at a particular stage.	5. Formulates and demonstrates use of supportive interventions (e.g., summarizing, relabeling, empathy, validation, confirmation, reinforcement).
	9. Describes research on counselor development and developmental models of supervision.	6. Monitors interventions to create appropriate balance of challenge and support.

**Core Content Area: Supervision Methods and Techniques**

<b>Learning Objectives</b>			
<b>Major Topics</b>	<b>Self-Awareness</b>	<b>Theoretical and Conceptual Knowledge</b>	<b>Skills and Techniques</b>
1. Learning needs of supervisees 1.1 assessment 1.2 goal setting	1. States own learning style and patterns.	1. Describes the role of assessment in establishing goals and choosing supervision procedures.	1. Bases assessment on counselor's training, experience, and individual traits.
2. Interventions to foster counselor progress	2. States preferences and biases relative to assessment procedures.  3. States own skill and knowledge deficits relative to assessment procedures.  4. States own personal dynamics and how those interact with various assessment procedures.  5. States own preferences and biases relative to intervention methods with regard to factors such as influence, control, and support.  6. States own skill and knowledge deficits relative to intervention methods.  7. States own personal dynamics and how these interact with various supervision methods.	2. Compares and contrasts a variety of methods of assessment, including: 2.1 self-report 2.2 audiotape review 2.3 videotape review 2.4 live observation.  3. States rationale for choice of assessment method.  4. Compares and contrasts various interventions, including: 4.1 self-reports 4.2 audiotape review 4.3 videotape review 4.4 live observation 4.5 live supervision 4.6 co-counseling.  5. Compares and contrasts various intervention formats, including: 5.1 individual supervision 5.2 group supervision 5.3 peer supervision 5.4 team supervision.  6. States rationale for choosing particular intervention in terms of learning theory, appropriateness to counselor, client, setting, etc.  7. Describes relationship of preferred interventions to model of supervision, roles of supervisory relationship, goals of supervision, etc.	2. Employs a variety of assessment methods.  3. Chooses assessment method that is appropriate to counselor, setting, etc.  4. Elicits counselor participation in establishing learning objectives.  5. Manages resistance to assessment goal setting.  6. Demonstrates use of a variety of intervention skills, including: 6.1 active listening 6.2 clarification of statements 6.3 role clarifying 6.4 giving feedback 6.5 reinforcing 6.6 confronting  7. Demonstrates use of a variety of supervision techniques, including: 7.1 modeling 7.2 role-playing 7.3 role reversal 7.4 Interpersonal Process Recall 7.5 micro-training 7.6 behavior shaping 7.7 live observation 7.8 live supervision.
			8. Applies methods in both individual and group supervision contexts.  9. Relates feedback to supervisee's learning goals.

8. Describes conceptual literature on supervision methods (i.e., models).

9. Describes research on specific interventions.

10. Acts in teacher, counselor, or consultant roles as needed.

11. Chooses and uses interventions that provide a balance of challenge and support.

12. Fosters counselor self-exploration, self-critiquing, and problem solving.

### Core Content Area: Supervisory Relationship

Major Topics	Self-Awareness	Learning Objectives	
		Theoretical and Conceptual Knowledge	Skills and Techniques
<p>1. Individual differences</p> <p>1.1 demographics (e.g., cross-cultural, gender, age, ethnicity, minority life-style, and disability).</p> <p>1.2 personality traits (e.g., learning style, motivational style, etc.)</p> <p>1.3 professional variables (e.g., experience, theoretical counseling orientation, etc.)</p> <p>2. Process variables</p> <p>2.1 stages (beginning vs. ending)</p> <p>2.2 long term vs. time limited</p> <p>3. Relationship dynamics (e.g., resistance, power, transference, trust, intimacy, responsibility, parallel process)</p>	<p>1. Identifies own demographic, personality, and professional variables, and states how they may affect the supervision relationship.</p> <p>2. Identifies own cultural and perceptual frameworks and states how they may affect the supervisory relationship.</p> <p>3. Appreciates or tolerates supervisee differences.</p> <p>4. States own abilities (strengths and deficits) in initiating, maintaining, and terminating the supervisory relationship.</p> <p>5. States own dynamics relative to transference, power, intimacy, trust, resistance, and parallel process.</p> <p>6. Accepts responsibility for quality of supervisory relationship.</p> <p>7. Owns own behavior and role in problematic supervisory relationship.</p>	<p>1. Describes conceptual and empirical literature on the effects of individual differences in the supervisory relationship.</p> <p>2. Describes characteristics of effective supervisory relationship.</p> <p>3. Describes tasks and goals of each stage of the supervisory relationship.</p> <p>4. Discriminates between processes operating in long-term vs. time limited supervision.</p> <p>5. Defines each relationship dynamic and describes how it affects a supervisory relationship.</p> <p>6. Describes research on supervisory relationship dynamics.</p>	<p>1. Demonstrates respect for individual differences in supervision session.</p> <p>2. Addresses (e.g., negotiates, confronts, models, circumvents) individual differences during supervision.</p> <p>3. Recognizes potential conflict areas and responds appropriately.</p> <p>4. Assists counselor in recognizing own individual differences influencing the supervisory relationship.</p> <p>5. Develops, maintains, and terminates supervisory relationship.</p> <p>6. Modifies the intensity of the relationship across time.</p> <p>7. Recognizes in given supervision sessions, the occurrence of relationship dynamics.</p> <p>8. Chooses and implements appropriate strategies that enhance the quality of the supervisory relationship.</p> <p>9. Demonstrates use of skills that foster a productive supervisory relationship (e.g., confrontation, immediacy, advanced, empathy, self-disclosure, interpretation).</p> <p>10. Assists counselor in recognizing own interaction style and its impact on the supervisory relationship.</p>

Core Content Area: Ethical, Legal, and Professional Regulatory Issues

<b>Major Topics</b>	<b>Learning Objectives</b>		
	<b>Self-Awareness</b>	<b>Theoretical and Conceptual Knowledge</b>	<b>Skills and Techniques</b>
<p>1. Ethical and legal issues</p> <p>1.1 dual relationship</p> <p>1.2 due process</p> <p>1.3 informed consent</p> <p>1.4 confidentiality</p> <p>1.5 liability</p> <p>1.5.a vicarious liability</p> <p>1.6 consultation</p> <p>1.7 privileged communication</p> <p>2. Regulatory issues</p> <p>2.1 professional standards</p> <p>2.2 credentialing</p> <p>2.3 reimbursement eligibility and procedures</p> <p>2.4 institutional or agency policies</p>	<p>1. Is sensitive to own personal vulnerabilities, including needs for support and relationships.</p> <p>2. Understands own motives and professional values.</p> <p>3. Acknowledges and accepts the rights of supervisees and clients for due process, informed consent, confidentiality, etc.</p> <p>4. States level of personal comfort in being the bearer of highly personal information.</p> <p>5. Has adequate personal security to perform supervision tasks despite legal vulnerability.</p> <p>6. Recognizes and admits need for outside consultation concerning ethical and legal issues.</p> <p>7. Recognizes own personal issues (e.g., status needs, desires for professional advancement, reactions to institutional authority).</p> <p>8. Possesses a sense of own professional identity that is independent of regulatory issues.</p> <p>9. States how one "measures up" to professional standards.</p> <p>10. Describes own status regarding credentialing as a counselor and supervisor.</p> <p>11. Describes own status regarding reimbursement for counseling and supervision.</p>	<p>1. Defines each ethical and legal term in AACD code of ethics and other relevant ethical codes that are relevant to supervision.</p> <p>2. Describes subtle forms of ethical and legal dilemmas in supervision that are identified in the professional literature.</p> <p>3. Stages legal precedents as reported in the literature that affect the practice of supervision.</p> <p>4. Describes research reported in the literature on ethical and legal matters as they relate to both supervision and counseling.</p> <p>5. Describes counselor's rights and relevant appeal procedures (due process).</p> <p>6. States the specific areas of coverage and limits of liability insurance.</p> <p>7. States instances when outside consultation is mandatory and/or advisable.</p> <p>8. Defines concept of privileged communication in counseling and supervision.</p> <p>9. Describes state regulations regarding privileged communications in counseling and supervision.</p> <p>10. Describes contents of appropriate official documents, including professional standards, state laws, and institutional or agency policies.</p> <p>11. Describes relevant professional literature pertaining to official documents.</p> <p>12. Describes current status of professional standards and their evolution (for counseling and supervision).</p>	<p>1. Chooses and demonstrates appropriate communication skills (e.g., confrontation, immediacy, facilitation) when faced with ethical and legal dilemmas.</p> <p>2. Maintains confidentiality regarding supervision and counseling sessions.</p> <p>3. Obtains informed consent as appropriate (e.g., videotaping supervision sessions, informing clients regarding supervision of counselor, etc.).</p> <p>4. Informs counselors of their rights and appropriate procedures for exercising them.</p> <p>5. Demonstrates decision-making skills when faced with ethical and legal dilemmas.</p> <p>6. Creates appropriate boundaries within professional relationships.</p> <p>7. Requests outside intervention when dual relationships occur.</p> <p>8. Manages dual relationships professionally and ethically.</p> <p>9. Plans and conducts supervision to safeguard due process.</p> <p>10. Monitors supervision to cover (and attend to) realities of vicarious liability.</p> <p>11. Seeks outside consultation when appropriate.</p> <p>12. Maneuvers within the legal system in an ethical and professional manner.</p> <p>13. Organizes data and presents self in a way that maximizes</p>

12. States own attitudes and values regarding credentialing and reimbursement.	13. Describes current status of certification and licensure laws and how they affect counselors and supervisors.	ability to obtain appropriate professional credentials.
13. States own ability to thrive professionally and perform ethically within a given institutional framework.	14. Describes current actions of state boards regarding interpretation of state laws related to counseling and supervision.	14. Appeals to organizational groups when professional rights are denied, and helps supervisees do the same.
	15. Describes reimbursement procedures and has a working knowledge of content necessary to seek reimbursement ethically (e.g., DSM-III-R).	15. Ensures that supervisees are eligible for appropriate professional credentialing, and develops professionally within a given institutional structure.
	16. Describes how institutional or agency standards and policies regarding counseling and supervision have evolved, current status of same, and how changes are instituted.	16. Provides current information regarding professional standards for counseling.
		17. Operates within institutional/agency policies while maintaining ethical and legal behavior.

**Core Content Area: Evaluation**

<b>Major Topics</b>	<b>Learning Objectives</b>		
	<b>Self-Awareness</b>	<b>Theoretical and Conceptual Knowledge</b>	<b>Skills and Techniques</b>
1. Role of evaluation in supervision	1. State importance of evaluation activities in supervision.	1. Describes relationship of evaluation to other elements of supervision.	1. Communicates expectations, purposes, and procedures of evaluation.
2. Elements of evaluation			
2.1 framework	2. States comfort level with evaluative role and activities in supervision.	2. Describes legal, programmatic, and professional impact of evaluation.	2. Negotiates a supervisory contract.
2.2 criteria and expectations			
2.3 supervisory procedures	3. Describes personal learnings from experiences in evaluation (as counselor and supervisor).	3. Describes frameworks and methods for evaluation, including: 3.1 procedures 3.2 instruments available.	3. Gives positive and negative feedback.
2.4 methods for monitoring			
2.5 feedback mechanisms			
2.6 formative evaluations			
2.7 summative evaluations	4. Identifies preferences for evaluation procedures and sources of the preferences.	4. Compares and contrasts variety of evaluation methods, including: 4.1 self-report 4.2 audiotape review 4.3 videotape review 4.4 live observation 4.5 field supervisor's feedback 4.6 client indices (e.g., percentage return) 4.7 peer feedback	4. Solicits feedback on the process of supervision, program, and supervisory relationship.
3. Common issues in evaluation			
3.1 anxiety	5. States own level of evaluation skills.		5. During evaluation, attends to counselor anxiety, differences in perception, deficient performance, client welfare concerns, ethical issues, etc.
3.2 power bases and issues			
3.3 discrepant evaluation			
3.4 evaluation games	6. Develops plan for improving evaluation skills.		6. Explores alternatives when evaluation plan does not work.
3.5 fit and conflict with other supervisory roles			
4. Evaluating the system			
4.1 feedback the evaluation system	7. Demonstrates openness to feedback about self and the evaluation process.	5. Describes procedures for evaluation, including guidelines for: 5.1 giving feedback	7. Conducts midterm evaluation report.

4.2 revising the refining evaluation activities	5.2 giving bad news, confronting 5.3 positive shaping, support 5.4 avoiding destructive feedback.	8. Encourages counselor self-evaluation. 9. Evaluates counseling skills for the purposes of assigning grades, professional advancement, etc. 10. Conducts formal evaluation at end of supervision meeting. 11. Writes summative evaluation report of the supervisee. 12. Elicits formal and informal evaluation of self as supervisor from counselor, colleagues, etc.
	6. Compares and contrasts various forms of evaluation, including: 6.1 verbal 6.2 written 6.3 behavior indicator 6.4 process 6.5 formal and informal 6.6 formative and summative.	
	7. Describes research on evaluation (i.e., dynamics, procedures, etc.).	

**Core Content Area: Executive (Administrative) Skills**

<b>Major Topics</b>	<b>Learning Objectives</b>		
	<b>Self-Awareness</b>	<b>Theoretical and Conceptual Knowledge</b>	<b>Skills and Techniques</b>
1. Organization 1.1 planning 1.2 recordkeeping 1.3 reporting 1.4 collaboration 1.5 workable procedures 1.6 research and evaluation	1. Describes own leadership and organizational style and its impact on others, including strengths and limitations of own style. 2. Understands and values the purpose(s) of data collection, documentation, and record-keeping. 3. Describes own oral and written communication style, including strengths and limitations. 4. Describes own relationships with other departments and personnel. 5. Describes own good and bad work habits (e.g., attendance, punctuality, responsiveness to telephone calls, etc.). 6. Demonstrates comfort with own multiple roles and with their impact on the supervisee (e.g., supervisor and administrator, supervisor and professor).	1. Describes various leadership and organizational styles and their values and limitations. 2. Describes a variety of methods of recordkeeping and data collection. 3. Describes ethical, legal, and regulatory guidelines for recordkeeping. 4. Describes professional oral and written language usage. 5. Describes accountability issues and their importance to the profession. 6. Describes roles and responsibilities of other staff members, departments, and agencies or institutions. 7. Describes institutional needs, standards, procedures, and policies. 8. Describes program evaluation theory and practices.	1. Plans an effective supervision program (e.g., logistics, schedules, calendars, efficient resource utilization, goal setting). 2. Solicits input and feedback from supervisees. 3. Assists supervisees in identifying an organizational style that is effective for them and meets guidelines. 4. Assists supervisees in communicating effectively in their verbal and written reports. 5. Assists the counselor in the description, management, and documentation of client and counselor change. 6. Maintains networks for effective collaboration. 7. Assists with the referral process as needed or appropriate. 8. Develops and communicates efficient and appropriate procedures. 9. Reads, writes, and interprets standards, procedures, and policies.
2. The institution or agency 2.1 role clarification 2.2 supervisee rights 2.3 expectations			
3. Protecting client welfare 3.1 client-counselor assignments 3.2 case management			

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| 7. Describes own strengths and weaknesses as an administrator.  | 9. Describes rationale for conducting program evaluation.                             | 10. Applies current, relevant research in organizational plans.   |
| 8. States parameters of the administrator vs. supervisory roles.  | 10. Describes current research findings relevant to program evaluation.               | 11. Conducts formative and summative evaluations of counselor and of the counseling program or agency, and reports findings.            |
| 9. States own expectations and standards as an administrator.   | 11. Describes the vocabulary, concepts, and practices for implementing various roles. | 12. Develops evaluation procedures and instruments to determine program and counselor goal attainment.                                  |
| 10. Recognizes that a primary goal of supervision is helping the clients of the counselor (supervisee). | 12. Describes counselor's role within the mission of the agency or institution.       | 13. Facilitates and monitors program evaluation.  |
| 11. Articulates a theoretical base for matching clients and counselors.                                 | 13. Stages the agency or institution's definition of the counselor's role.            | 14. Reports results of program evaluation and disseminates appropriately (e.g., inservice conferences, publications).                   |
| 12. States own beliefs and blind spots regarding matching clients and counselors.                       | 14. States agency or institution's expectations for the supervisory process.          | 15. Articulates own multiple roles clearly to the counselor.  |
| 13. Demonstrates (to clients) safety issues, both physical and psychological.                           | 15. States agency or institution's standards for work habits.                         | 16. Assists supervisees to differentiate between the various roles of the supervisor.   |
| 14. States own beliefs about and processes or managing clients' cases.                                  | 16. Describes institutional or agency definitions of "standard practices."            | 17. Assists supervisees to define their role(s) appropriately, including the parameters of the counseling role.                         |
| 15. States own strengths and limitations in case management.  | 17. States importance of established emergency procedures.                            | 18. Articulates purposes of administrative vs. counseling supervision.  |
|   | 18. Describes emergency and crisis procedures of institution or agency.               | 19. Develops an effective plan for administrative supervision, based on expectations and goals of agency or institution and themselves. |
|   | 19. Describes case management theory and practices.                                   | 20. Expresses standards for work habits.  |
|   |   | 21. Assists counselor's formative and summative evaluation of own changes.  |
|   |   | 22. Evaluates supervisees appropriately.  |
|   |   | 23. Ensures appropriate matches between client needs and counselor competence.  |
|   |   | 24. Intervenes in counselor-client relationship appropriately, including emergency or crisis situations.                                |

25. Communicates procedures to counselor in manner that respects both client and counselor.

26. Teaches the counselor case management skills.

27. Establishes and implements a system for monitoring supervises management of cases.