

SUPERVISEE'S BILL OF RIGHTS¹

Introduction

The purpose of the Bill of Rights is to inform supervisees of their rights and responsibilities in the supervisory process.

Nature of the Supervisory Relationship

The supervisory relationship is an experiential learning process that assists the supervisee in developing therapeutic and professional competence. A professional counselor supervisor who has received specific training in supervision facilitates professional growth of the supervisee through:

- Monitoring client welfare
- Encouraging compliance with legal, ethical, and professional standards
- Teaching therapeutic skills
- Providing regular feedback and evaluation
- Providing professional experiences and opportunities

Expectations of the Initial Supervisory Session

The supervisee has the right to be informed of the supervisor's expectations of the supervisory relationship. The supervisor shall clearly state expectations of the supervisory relationship that may include:

- Supervisee identification of supervision goals for oneself
- Supervisee preparedness for supervisory meetings
- Supervisee determination of areas for professional growth and development
- Supervisor's expectations regarding formal and informal evaluations
- Supervisor's expectations of the supervisee's need to provide formal and informal self-evaluations
- Supervisor's expectations regarding the structure and/or the nature of the supervisory sessions
- Weekly review of case notes until supervisee demonstrates competency in case conceptualization

The supervisee shall provide input to the supervisor regarding the supervisee's expectations of the relationship.

Expectations of the Supervisory Relationship

A supervisor is a professional counselor with appropriate credentials. The supervisee can expect the supervisor to serve as a mentor and a positive role model who assists the supervisee in developing a professional identity.

¹ Giordano, M. A., Altekruise, M. K., & Kern, C. W. (2000) in Bernard, J. M. & Goodyear, R. K. (2002). *Fundamentals of clinical supervision* (3rd ed.). Boston, MA: Allyn & Bacon Publishing Company.

The supervisee has the right to work with a supervisor who is culturally sensitive and is able to openly discuss the influence of race, ethnicity, gender, sexual orientation, religion, and class on the counseling and the supervision process. The supervisor is aware of personal cultural assumptions and constructs and is able to assist the supervisee in developing additional knowledge and skills in working with clients from diverse cultures.

Since a positive rapport between the supervisor and supervisee is critical for successful supervision to occur, the relationship is a priority for both the supervisor and supervisee. In the event that relationship concerns exist, the supervisor or supervisee will discuss concerns with one another and work toward resolving differences.

Therapeutic interventions initiated by the supervisor or solicited by the supervisee shall be implemented only in the service of helping the supervisee increase effectiveness with clients. A proper referral for counseling shall be made if appropriate.

The supervisor shall inform the supervisee of an alternative supervisor who will be available in case of crisis situations of known absences.

Ethics and Issues in the Supervisory Relationship

1. **Code of Ethics and Standards of Practice:** The supervisor will ensure the supervisee understands the *American Counseling Association Code of Ethics and Standards of Practice* and legal responsibilities. The supervisor and supervisee will discuss sections applicable to the beginning counselor.
2. **Dual Relationships:** Since a power differential exists in the supervisory relationship, the supervisor shall not utilize this differential to her or his gain. Since dual relationship may affect the objectivity of the supervisor, the supervisee shall not be asked to engage in social interaction that would compromise the professional nature of the supervisory relationship.
3. **Due Process:** During the initial meeting, supervisors provide the supervisee information regarding expectations, goals and roles of the supervisory process. The supervisee has the right to regular verbal feedback and periodic formal written feedback signed by both individuals.
4. **Evaluation:** During the initial supervisory sessions, the supervisor provides the supervisee a copy of the evaluation instrument used to assess the counselor's progress.
5. **Informed Consent:** The supervisee informs the client that she is in training and is being supervised, and she receives written permission from the client to audiotape or videotape.
6. **Confidentiality:** The counseling relationship, assessments, records, and correspondences remain confidential. Failure to keep information confidential is a violation of the ethical code and the counselor is subject to malpractice suit. The client must sign a written consent prior to counselor's consultation.
7. **Vicarious Liability:** The supervisor is ultimately liable for the welfare of the supervisee's clients. The supervisee is expected to discuss with the supervisor the counseling process and individual concerns of each client.
8. **Isolation:** The supervisor consults with peers regarding supervisory concerns and issues.
9. **Termination of Supervision:** The supervisor discusses termination of the supervisory relationship and helps the supervisee identify areas for continued growth and explore professional goals.

Expectations of the Supervisory Process

The supervisee shall be encouraged to determine a theoretical orientation that can be used for conceptualizing and guiding work with clients. The supervisee has the right to work with a supervisor who is responsive to the supervisee's theoretical orientation, learning style, and developmental needs. Since it is probable that the supervisor's theory of counseling will influence the supervision process, the supervisee needs to be informed of the supervisor's counseling theory and how the supervisor's theoretical orientation may influence the supervision process.

Expectations of the Supervisory Sessions

The weekly supervisory session shall include a review of all cases, audiotapes, and videotapes and may include live supervision. The supervisee is expected to meet with the supervisor face-to-face in a professional environment that ensures confidentiality.

Expectations of the Evaluation Process

During the initial meeting, the supervisee shall be provided with a copy of the formal evaluation tool(s) that will be used by the supervisor. The supervisee shall receive verbal feedback and/or informal evaluation during each supervisory session. The supervisee shall receive written feedback or written evaluations on a regular basis during beginning phases of counselor development. Written feedback may be requested by the supervisee during intermediate and advanced phases of counselor development. The supervisee should be recommended for remedial assistance in a timely manner if the supervisor becomes aware of personal or professional limitations that may impede future professional performance. Beginning counselors receive written and verbal summative evaluation during the last supervisory meeting. Intermediate and advanced counselors may receive a recommendation for licensure and/or certification.

References

- American Association for Counselor Education & Supervision. (1995). Ethical guidelines for counseling supervisors. *Counselor Education & Supervision, 34*, 270-276.
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- Bernard, J. M., & Goodyear, R. K. (1998). *Fundamentals of clinical supervision*. (2nd ed.). Boston: Allyn and Bacon.
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- Ronnestad, M. H., & Skovholt, T. M. (1993). Supervision of beginning and advanced graduate students of counseling and psychotherapy. *Journal of Counseling and Development, 71*, 396-405.
- Supervision Interest Network, Association for Counselor Education and Supervision (Summer, 1993). ACES ethical guidelines for counseling supervisors. *ACES Spectrum, 5*(4), 5-8.