

Benchmark: Personal Supervision Model Assignment

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Abstract

Navigating the new world of Supervision can be a daunting task for a new Supervisor. Understanding the how's and whys will be necessary before they can truly be of good service to their Supervisees. For this reason, this paper is will select and develop a customized Supervision Model. The personalized model will combine a Psychotherapy, Developmental, and the Second-Generation, or Process Model for one adapted approach. By the end of this paper, the reader will have a clearer understanding of a supervision, it's role and functions, the process of assessing Supervisees, and how to incorporate their counseling in the art of Supervision.

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Borders and Brown, states that counseling skills, teaching skills, and consulting skills are all necessary in the role of a Supervisor (Borders & Brown, 2005). These skills will be used in a variety of ways within the process of supervision. Because of this it is important to have a framework of the skillsets needed because each will be paramount in supporting your supervisee.

Just like with counseling clients, Supervisors have theoretic approaches and models to select from when supervising. For this exercise we will select three separate models in the categories of *Psychotherapy*, *Developmental Approach*, and *Second-Generation* models. We will combine them to create an effective Hybrid Model for supporting Supervisees, regardless of their competency level.

Foundational Theoretical Model: Humanistic Relationship

Within the Psychotherapy grounded models, much like with therapy, Supervision models will subscribe to a particular theoretical approach (Bernard & Goodyear, 2014). As compared when working with one's client, the Supervisee responds well to the Psychotherapy models, and for newer Supervisors, this approach tends to be easy to grasp, since the theories are already within their wheelhouse. But much like with our clients, the theoretic approach may need to change depending on the needs of the Supervisee.

The Psychotherapy model that we will use for this Hybrid model is the Humanistic Relationship Model. The Humanistic Relationship Model is rooted in the Carl Rogers Person-Centered Humanistic approach of therapy. The same principles that apply in the therapeutic philosophies apply in the Supervision approach for supervising. The Supervisor concentrates on skillsets surrounding theory and interventions, but also pushes the Supervisee to a higher level of

authenticity and transparency, both with themselves and with their clients (Bernard & Goodyear, 2014).

Pushing the Supervisee to this higher level of expectancy comes with an expectation of trust and vulnerability. Vulnerability comes at the risk of the Supervisee, so a strong relationship must first be established by both parties. Once this relationship is established the Supervisor and the Supervisee can begin to understand themselves and their clients at a much deeper level (Stargell, Craigen, Bradley, Whisenhunt, Campbell, & Kress, 2020).

What does this look like for the Supervisor? In my own Supervision sessions, it has looked like me self-disclosing with my Supervisee. This could look like sharing the need for self-care and why it is so important. This could look like sharing the signs of countertransference. This could look like sharing missteps made in the diagnosing process or signs that were missed during session. This can be anything that sheds light on them learning from the experiences of people who have gone before them.

In working with Supervisees, the Humanistic Relationship approach has been proven to be very effective. Using the principles of empathy, congruence, and unconditional positive regard shows the supervisees that I genuinely have regard for them and their success. This approach is second nature to me since I use the Person-Centered Approach in counseling, so the use of it in Supervision has proven to be a seamless transition. I have been grateful to see that my Supervisees have been so well responsive to it.

Another reason that I can appreciate this approach is that the Humanistic approach comes from the standpoint that the client is the expert on themselves. In that same vein, I believe that the Supervisee is the expert of themselves. Do they need supervision? Absolutely. But they come

to the table with a level of skillsets and know-hows, and it is the Supervisors job to cultivate those God-given skills to help them to become more.

Developmental Approach: The Loganbill, Hardy, and Delworth Model

In the Development approach of Supervision, the Supervisee's needs are at the forefront of the priorities that are needing to be tackled. These needs can be based upon their professional development, their performance as a clinician, or even their understanding of the skillsets necessary for the role as a counselor. With the needs of the Supervisee being at the forefront, I believe the Loganbill, Hardy, and Delworth Development Model is the ideal model to use for the next piece of the Hybrid Supervision puzzle.

The Loganbill, Hardy, and Delworth Model is broken down into an array of progressive focus points centered around the Supervisee's professional development. These focuses are always in one of the following three stages, at any given point of time:

<u>Focuses</u>	<u>Stages</u>
Competence	Stagnation
Emotional Awareness	Confusion
Autonomy	Integration
Professional Identity	
Personal Motivation	
Professional Ethics	
Purpose & Direction	
Respect for Individual Differences	

The varying stages within this model aligns very well with meeting people where they are. Each stage calls for the Supervisor to be sensitive to the needs and the developmental level

of the Supervisee (Bernard & Goodyear, 2014). While the focus areas do not all have to be tackled by the Supervisee, each of the stages will likely apply at any given point.

Stagnation is categorized as the Supervisees blind spots. Calling them out will be necessary to make the supervisee aware of growth opportunities. *Confusion* is categorized as the Supervisees transition from unknowing to becoming aware. This stage can be turbulent, so Supervisors should be aware and be prepared accordingly. *Integration* is categorized as the Supervisees newfound awareness, understanding, and growth in an area. It could take more or less time to get to this stage. It just depends upon the relationship of Supervisor and Supervisee and the willingness to be open to change.

I appreciate that this model gives very realistic viewpoints of the various stages. The more I read about them, the more I am reminded of my own journey as a graduate student, as a counselor, and now as a Doctoral Student. I could see various skills moving between various stages, while others have remained stagnant.

I can appreciate that this model speaks to us all. It also highlights how we are all on our own personal journeys, not just the Supervisee, but as people. Keeping in mind that we are all a work in progress helps us to show grace when it comes to going through the various stages of the Loganbill, Hardy, and Delworth Model. Grace will be needed to be given and received for this segment of the Hybrid Supervision Model.

Supervision Process Model: Discrimination Model

As a supervisor, it is your responsibility to ensure clinical skillsets are adequately developed, and Supervisee's are proficient in their competencies, so that there is a firm grasp of theories and interventions (Brejcha, 2021). In the Discrimination Model the Supervisor acts as the Teacher, the Counselor, and the Consultant. Much like in the Development models, there is

heavy weight placed on the needs of the Supervisee and meeting them where they are. In the Discrimination Model, the Supervisor will move between the Teacher, Counselor, and the Consultant roles, depending on the task and the need at that moment.

The teacher role focuses on the skillsets, like knowledge of theories, interventions, and evaluating their work as a clinician. The Counselor role focuses on their ability to reflect on what is happening in their sessions. The Consultant role focuses on brainstorming as a team and coming up with the best course of action for the client. This method of supervision is ideal for novice Supervisors and has a clearer method of guiding clinicians to the next level.

An effective Supervisor can assess the needs of a novice Supervisee, over those of a seasoned one. Whether the need is improving their ability to set goals and create an effective treatment plan, or, to establish a greater self-awareness of their therapeutic approach, Supervision is a necessary role in the life of a Clinician (Wind, Cook, & McKibben, 2021).

Biblical Worldview

There are new research studies questioning the effectiveness of supervision. Researchers are questioning whether supervision is providing relational skills or whether therapist have been using their God-given intuition all along (Spagnuolo Lobb, Sciacca, Iacono Isidoro, & Di Nuovo, 2022). I believe that clinicians/ supervisees do come to supervision with their God-given skills provided by the Holy Spirit. However, supervision, when also guided by the Holy Spirit, can elevate, and refine them to a higher level.

One passage of scripture that resonates when I think of Supervision, comes from the book of Matthew 5:13-16. It reads:

13 "You are the salt of the earth. But if the salt loses its saltiness, how can it be made salty again? It is no longer good for anything, except to be thrown out and trampled underfoot.

14 “You are the light of the world. A town built on a hill cannot be hidden.

15 Neither do people light a lamp and put it under a bowl. Instead, they put it on its stand, and it gives light to everyone in the house.

16 In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.” (New International Version. 2011).

When I read this passage about being like salt and light, I think about how salt is an enhancing agent. When it is added to foods, it doesn't change the taste of that food, instead it enhances it, by bringing out flavors that may have been missed otherwise. If we are to be the salt of the Earth, we are to enhance the Earth and make the Earth and the people thereof better, for the Kingdom of God.

Much like the salt, the light is a metaphor used in this passage. Light is a powerful thing because our Heavenly Father spoke, let there be light, and it appeared. Light expels the darkness. Light and dark cannot co-exist. The word says that light cannot be hidden. We are not to dim our lights but shine them bright for other to see. Being that light not only provides light and guidance to us, but it also gives it to others.

How does this correlate in the practice of Supervision? When we go into those sessions with the Supervisees and we are pushing them and challenging them to a higher level of expectancy; when we are drawing out their vulnerability, we are refining agents. We are adding salt to their skills, their interventions, and their therapeutic approaches to enhance them and bring out those things that they may have missed. We are the salt for our Supervisees.

Likewise, when we are working with our Supervisees on their Professional Identity and directing them within the Confusion stage, we can be shining a light on areas that they are ill

prepared to navigate. It is our role to shed light on the darkness and provide guidance in those spaces to *give light to everyone in the house*.

Working as the salt and the light for our Supervisees helps to make them the men and women they are meant to be for their clients. Essentially, in doing so we are modeling Christ. When we push our Supervisees to be and grow into the best version of themselves as clinicians, they are becoming more like the Great Counselor, more like Jesus.

When we as clinicians walk out that role, we are all letting our lights shine to bring glory to the Kingdom of Heaven. Our roles as clinicians are great and vast. We can be His hands and His feet, through the help of the Holy Spirit, while in sessions with our clients. That is both a great opportunity, and a great responsibility for clinicians. Ensuring our Supervisees are aware of this is an essential part of our role as Supervisors.

Conclusion

There are so many amazing Supervision Models available to gleam from. Some more structured than others. When I think about my style of teaching, counseling, and consulting, a hybrid approach of the Humanistic Relationship / Loganbill, Hardy, and Delworth / Discrimination Models appeal most to my method of guidance and support.

Building a relationship first, while implementing empathy, congruence, and unconditional positive regard gives the space needed to allow the Supervisee to feel safe enough to be vulnerable with their supervisor. The safety is needed to trust the process that they are being asked to grow through.

Meeting the Supervisee where they are regarding their skills in specific focus areas helps the supervisee to start from a realist baseline and grow from there. Walking alongside the supervisee in whichever stage they are in gives them the support they need to navigate the calm

and the turbulent waters that will come with Supervision. Being honest with our Supervisees that the turbulence is a part of the process helps to build trust.

Being cognizant of the needs of the supervisee at any given point in this process is a sign that the Supervisor can use Discrimination appropriately. Working through the teaching, counseling, and consulting roles at various stages of the Supervision process further supports the supervisee. This also gives the supervisee the sustenance needed to become the best versions of themselves. Likewise, this forces the Supervisor to become the best version of him or herself as well.

Supervision is a great responsibility so having to proper tools and modalities to develop the next generation of clinicians is essential. I believe this Humanistic Relationship / Loganbill, Hardy, and Delworth / Discrimination Model meets the needs of that great task and will push both the Supervisee and Supervisor to being better for their clients and for one another.

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