

Benchmark Personal Supervision Model

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Abstract

Being able to identify, embrace, and articulate a personal philosophy and model of counseling supervision is necessary in order to have a clear understanding about the supervision model and what it should produce. This benchmark personal supervision model paper will explore in depth about the supervision process and about the supported theoretical, developmental, and supervision process models for this preferred supervision model. This paper will also show the relationship between the counseling theory and the theoretical supervision model, as well as the philosophy, which supports the three models discussed in this paper. With all of these aspects in mind, the main purposes of this paper are to discuss the most effective benchmark personal supervision model, its importance (as a whole) in supervision, and the roles of the supervisor and the supervisee in supervision.

Keywords: Benchmark Personal Supervision Model, supervision, foundational theoretical model, developmental approach, supervision model approach, biblical worldview

Benchmark Personal Supervision Model

Having an effective benchmark personal supervision model is overall important in supervision. What is equally important is a concrete understanding of the roles of the supervisor and the supervisee in supervision. Within this paper, the following things will be discussed and explored: my foundational theoretical model, my developmental approach, my supervision process model approach, and my biblical worldview.

Foundational Theoretical Model

It is imperative to have a personal philosophy and model of counseling supervision that fully encompasses one's view on supervision; the supervisory role; the theoretical, developmental, and supervision process models; and the biblical worldview aspect. Supervision is an intervention or an on-going process by which a supervisor (a more experienced professional) provides support, encouragement, and enlightenment to a supervisee(s) (junior colleague), who is generally in the same professional arena (Bernard & Goodyear, 2019; Körük & Kara, 2019).

The main purposes of supervision are to enrich the supervisee's competence, to assist the supervisee in becoming a more effective counselor through his/her knowledge and hands-on experiences, and to monitor the supervisee's mental health, skill set, and ethical practice (Körük & Kara, 2019). According to Bernard & Goodyear (2019), this supervisory experience or relationship is analytical, hierarchical, and continues over time. Studies propose that supervision may have a positive effect on training, clinical procedures, and client end results (Kelly & Hassett, 2021). Studies also show that supervision can also effectively provide the supervisee with support in his/her development professionally and personally (Prasko et al., 2022).

The role of the supervisor is of utmost importance. Supervisors have many responsibilities. First, they are evaluators and must evaluate the supervisee's progress via some of the following ways: corrective feedback on the supervisee's demonstrated skill set, synergetic goal setting, and teaching (Kelly & Hassett, 2021). Next, they are gatekeepers. They are responsible for the welfare of the clients under their supervisee's care and are also responsible for correctly analyzing the supervisee's competence in becoming an ethical and effective counselor (Bernard & Goodyear, 2019). Also, they must respect boundaries and must remain professional with the supervisee by only providing services, which will enable the supervisee to better deal with his/her client(s). The efficacy of the supervisor's competence, as well as the efficacy of the supervision training, is upheld by accrediting bodies (CACREP and APA), regulatory boards, and professional associations (Bernard & Goodyear, 2019).

Due to the nature and importance of supervision, it is extremely important to have a personal supervision model that supports one's philosophy of supervision and that entails a foundational theoretical model, a developmental approach, a supervision model approach, and a biblical approach that is most effective and most reliable in producing favorable outcomes. When used in conjunction with each other, Cognitive Behavioral Supervision (foundational theoretical model), the Reflective Developmental Model (developmental approach), and the Discrimination Model (supervision model approach) can be an effective supervision model that can yield positive and effective outcomes.

CBT/CBS

Cognitive Behavioral Therapy (CBT) is evidenced-based; is widely known for its reliability, validity, and effectiveness; and is one of the most used psychotherapeutic methodologies in the mental health arena (Kelly & Hassett, 2021; Moeller et al., 2020). In one

study, it was proposed that behavioral competencies can be impacted by supervision (Prasko et al., 2022). With this philosophy and other positive attributes in mind, as a foundational theoretical model, Cognitive Behavioral Supervision (CBS) can be very effective and yield positive results in the supervision process.

According to Bernard & Goodyear (2019), the main goal of CBS is to help the supervisee change maladaptive thinking and behavior that can affect emotions, as well as behavior. CBS has other goals as well. It is systematic in its use of goal setting and focuses on positively affecting the supervisee's skill set through education and hands-on applications (Bernard & Goodyear, 2019; Moeller et al., 2020). In a research study, Moeller et al. (2020) identified that the following six competency disciplines appeared to address the overall areas of CBT supervision: Focus, Theory, Techniques, Interpersonal Style, Learning Strategy, and Structure.

A great aspect about CBS is its structure in the supervision process, which includes some of the following aspects: a check-in, agenda setting, discussion of supervised cases, homework, and reciprocal feedback. Within CBS, the supervisor and the supervisee have a working relationship that is collaborative and uses a centered-practical approach, which can meet and address the supervisee's individual learning styles and needs (Kelly & Hassett, 2021). Kelly & Hassett (2021) noted in their research that every participant stated that the most productive CBS sessions mirrored the CBT treatment sessions, had an agenda and expectations to cover (agenda setting), and implemented a combination of case studies, role play, and audio clips to review in detail. Agenda setting is an important part of CBS and is taken seriously.

Homework is a strategic, collaborative, effective, and key element and part of CBS; something that separates this approach from other supervision models (Prasko et al., 2022; Bernard & Goodyear, 2021). Prasko et al. (2022) wrote that homework increases the supervisee's

engagement, autonomy, and ownership in supervision and that homework sets the supervisee up for success in being able to monitor his/her use and development of old and new skills.

Feedback is another important aspect of CBS. Feedback is a process that is reciprocal between the supervisor and the supervisee and serves as a great way for the supervisor to reflect and recall the major aspects of the session and to assess what the supervisee learned in the session (Bernard & Goodyear, 2021). It also gives the supervisee the opportunity to discuss what he/she learned in the session and gives the supervisee the opportunity to ask questions.

CBS is a foundational theoretical model that can serve as an effective and productive model to implement in supervision if used correctly. In addition to the other noted benefits mentioned earlier, CBS also is inclusive, promotes a positive working alliance, promotes an environment that is safe for the supervisee, and is culturally sensitive (Bernard & Goodyear, 2021).

Developmental Approach

The Reflective Developmental Model is an excellent developmental approach to utilize in the supervision model. Bernard & Goodyear (2019) wrote that reflection is a process that starts with “a professional practice situation” concerning a trigger event, an event which happened to elicit confusing, surprising, or upsetting feelings. According to Körük & Kara (2019), this model consists of the following four phases: contextual orientation, building trust, conceptual development, and clinical autonomy.

In the first phase, supervisees are disturbed and lack experience. In the second phase, a positive working alliance is created by the supervisor, who offers realistic and non-judgmental support. In the third phase, negative counseling experiences are eliminated through the process of reflective thinking and processing (Körük & Kara, 2019). In the fourth phase, supervisees

become more autonomous, are able to self-supervise, and are able to see the connection between their supervision discussions and the work that they do with their clients.

Several important aspects must be kept in mind concerning the Reflective Developmental Model. First of all, reflection within itself is essentially developmental in nature (Bernard & Goodyear, 2019). Within supervision, the supervisee might experience a trigger event caused by countertransference or by an event that might make the supervisee feel uncomfortable or uneasy. In return, the supervisor assists the supervisee in working through the reflective process concerning the situation, whether the focus is on skill set/strategies, conceptualization, and/or personhood issues (Bernard & Goodyear, 2019). A critical assessment takes place, giving the supervisee the opportunity to develop a new view and deeper understanding of the trigger event when/if the supervisee experiences a similar event again with a client (Bernard & Goodyear, 2019).

Another important aspect about the Reflective Developmental Model is that through this process of reflection the supervisor helps the supervisee develop the skill set of self-monitoring, which teaches the supervisee how to use those reflective skills to ultimately self-supervise (Bernard & Goodyear, 2019). In one research, supervisees wrote that this model enabled them to grow in confidence concerning their skill set, which they shared increased their efficacy professionally, changed how they approached supervision, and changed how they dealt with their clients (Barron et al., 2022).

Overall, the developmental approach is important because development always takes place in supervision (Bernard & Goodyear, 2019). The supervisee's development is important and with the use of the Reflective Development Model the supervisor is able and equipped to meet the specific and individual needs of each supervisee, regardless of their level of

functioning. This makes this model equally important in the supervision model, and its ultimate outcome results in the supervisee's ability to self-supervise, which becomes a skill set that he/she is able to use throughout and beyond supervision as a professional therapist.

Supervision Process Model

The Discrimination Model (DM) is a supervision model approach, which is very beneficial in the supervision process. Bernard & Goodyear (2019) wrote that the Discrimination Model has several great qualities, which are as follows: versatile; one of the most attainable clinical supervision models; often one of the first introduced models in supervision; situation specific, meeting the supervisee's need(s) within and across sessions; and one of the most studied clinical supervision models.

Within this model, supervisors seek to encourage the supervisee's growth in skills relating to process (intervention), conceptualization, personalization, and professional behaviors (Bernard & Goodyear, 2019; Körük & Kara, 2019). These skill sets become the supervisor's focus either simultaneously or individually during the course of a session or across sessions. The process (intervention) focuses on the observable actions of the supervisee, as well as the observable skill sets shown and the efficacy of the therapeutic interventions delivered (Bernard & Goodyear, 2019).

Conceptualization focuses on the supervisee's ability to comprehend the session with the client, to understand what the client says, to understand the client's cultural identity, to recognize patterns (both the client's and personal patterns), and to decide which interventions are most appropriate (Bernard & Goodyear, 2019; Körük & Kara, 2019).

Personalization focuses on the counselee's ability to present a personal style in the counseling process, while ensuring that personal issues do not corrupt the therapeutic

relationship, to be fully open to the supervisor's feedback, and to embrace an outlook that is non-judgmental (Bernard & Goodyear, 2019; Körük & Kara, 2019). Professional behaviors focus on the supervisee's ethical conduct within and outside of sessions, as well as ethical conduct concerning cultural sensitivity.

Within the DM, the supervisor helps the supervisee attain supervision goals and to acquire their skills by acting as either a teacher, a counselor, or a consultant. These roles are fluid, are able to function independently and/or simultaneously with each other, and help the supervisor to meet the specific needs of the counselee. In the role of a teacher, the supervisor teaches the supervisee what he/she knows, models, and gives feedback. In the role of a counselor, the supervisor encourages deeper reflectivity and deep introspection and is attentive to and addresses the supervisee's developmental needs (Körük & Kara, 2019; Bernard & Goodyear, 2019). In the consultant role, the supervisor encourages and supports the supervisee's autonomy, helping the supervisee to trust his/her skill set, and develops an equal relationship with the supervisee professionally (Körük & Kara, 2019). According to Körük & Kara (2019), the DM has a beginning, development, and maturity phase.

The DM serves as a fantastic model to include and utilize in the supervision model due to its practical relevance, validity, and ability to track and encourage the supervisee's growth as a counselor. Although Körük & Kara (2019) suggested that this model is limited in that it does not focus much on the supervision process, the DM is instrumental in the supervisor's ability to reach the supervisee where the need for enlightenment and growth is perceived and helps to identify productive and unsuccessful therapeutic interactions and address them through a focus and role that are intentional, in order to bring about a successful outcome.

Biblical Worldview

Biblical worldview plays an important position in how a personal supervision model is approached. One's philosophy, theory, and approach to supervision leads to which supervision model is used. Concerning the personal supervision model, it is important to do everything from the heart for and to the Lord and not for men with the understanding that the reward comes from the Lord (NIV, 2011, Colossian 3:23-24). Supervision, as well as the personal supervision model that is used, is a service that should be entered into with all humility unto the Lord. This mindset helps the supervisor and the supervisee to fully engage in this process from the heart and unto the Lord.

The supervision process, in some cases, can present itself as daunting and challenging. Galatians 6:9 says, "And let us not be weary in well doing; for in due season, we shall reap, if we faint not" (KJV, 2017). It is important to trust the process and to understand the benefits of embracing this supervision model. It is important to understand that one can learn, can grow, and can improve through the supervision process. Success can happen, and the rewards of diligence will be seen at the appointed time. This encourages steadfastness and persistence.

Scripture says, "Search me, O God, and know my heart: try me, and know my thoughts. And see if there be any wicked way in me, and lead me in the way everlasting" (KJV, 2017, Psalm 139:23-23). The supervision model encourages an on-going reflectivity, growth, and deep introspection on so many levels when unproductivity and maladaptive behaviors are identified. One's faith and willingness to give the Lord the very best will help one to remain dedicated to this supervisory experience, in order to identify issues, change, and grow in the supervision experience and in one's skill set.

Conclusion

Cognitive Behavioral Supervision, the Reflective Developmental Model, and the Discrimination Model form an effective supervision model that will create positive and effective outcomes. These models complement each other; work to develop, encourage, and support competent and autonomous clinicians; meet the specific needs of the individual; and encourage a positive, working alliance in supervision. The supervisor's roles in each aspect are clearly defined, and expectations of both the supervisor/supervisee are clearly given. This personal supervision model is valid, reliable, effective, and supports a biblical worldview.

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