

Popular Supervision Models and Applications in Career Counseling

		Name of Model	Primary Authors	Key Tenets	Examples
Supervision-Based Integrated Models	Developmental	IDM	Stoltenberg (1990s)	<ul style="list-style-type: none"> • Supervisees progress through three developmental levels (Level 1 – focus on self, Level 2 – focus on client, Level 3 – global focus with 3i being “integrated”) within three structures: self-other awareness, motivation, dependency vs. autonomy • 8 domains: intervention skills, conceptualization skills, interpersonal assessment, individual differences, theoretical orientation, assessment approaches/techniques, treatment goals, ethics • Goal of supervision is to develop counselor identity • Supervisee development varies from individual to individual 	<ul style="list-style-type: none"> • Supervisor assesses a beginning counselor-in-training as Level 1 and provides structured sessions to help manage supervisee’s anxiety • Supervisor encourages a Level 2 supervisee to conceptualize client out loud prior to hearing supervisor’s thoughts • Supervisor challenges Level 3 supervisee to explore a different application of a technique in a counseling relationship that feels stuck and provides resources for further learning about alternative approaches
	Interpersonal	Discrimination Model	Bernard & Goodyear (1980s)	<ul style="list-style-type: none"> • Supervision should relate directly to the <i>act</i> of counseling • Supervisors take on 3 roles: teacher, counselor, consultant • Supervisees should develop skills in <i>intervention</i>, <i>conceptualization</i>, and <i>personalization</i> 	<ul style="list-style-type: none"> • Flexible movement through all three supervisor roles to address any skill area related to the counselor’s performance of career counseling techniques, interventions, assessments, and incorporating counseling/career theory into practice.
		Systems Approach	Holloway (1990s)	<ul style="list-style-type: none"> • 7 interacting factors: tasks, functions, supervisor, supervisee, client, institution, and supervisory relationship (which is the central factor) • Three major elements to supervisory relationship: contract, interpersonal structure, relationship phases (beginning, advanced, termination) 	<ul style="list-style-type: none"> • Strong attention to defining and redefining the supervisory relationship in a collaborative environment • Supervisor uses functions such as modeling, advising, feedback, etc. to facilitate supervisee tasks (professional skills in career counseling, such as assessment interpretations and case conceptualization) • Incorporation of conversation surrounding contextual topics (institutional expectations, culture, learning style, etc.)
		Critical Events-Based	Ladany, Friedlander, & Nelson (2000s)	<ul style="list-style-type: none"> • Pantheoretical; Interpersonal focus • Emphasizes education and development of supervisee (not just case mgt) • Supervision occurs in “episodes” with definitive beginnings, middles, and endings • Supervision focuses on the critical events of supervision- such as role awareness, transference/countertransference, addressing problematic attitudes, addressing skill deficits, etc. • Supervisory relationship is a “figure vs. ground” relationship • Three phases: Marker, Task Environment, Resolution 	<ul style="list-style-type: none"> • Supervisor draws attention to what is happening in the moment with supervisee as it relates to the quality or challenges in the supervisory relationship (figure) • Supervisee asks directly for help building knowledge about dual career couples (marker) which signals supervisor to provide articles for later discussion on this topic • Supervisor engages in <i>working through</i> by normalizing a supervisee’s feelings of inadequacy when working with a client that is older than they and attending to parallel process where supervisor has had inadequate feelings due to supervisee being older than they.
Psychotherapy-based Models	CBT, Existential, Psychodynamic, Person-Centered, etc.	Various	<ul style="list-style-type: none"> • Use counseling/ psychotherapy tenets to inform supervisory practice 	<ul style="list-style-type: none"> • CBT – Goal setting and behavior plans • Existential – Immediacy; meaning-making • Psychodynamic – Exploration of transference w/ct • Person-Centered – Supportive video processing 	

Adapted from information included in Ladany, N. and Bradley, L (2010) Counselor Supervision, 4th Ed. Routedledge, New York

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Creativity Resources

Creative Supervision

Amundson, M. E. (1988). The use of metaphor and drawings in case conceptualization. *Journal of Counseling and Development*, *66*, 391-393.

Bowman, D. R. (2003) Do art tasks enhance the clinical supervision of counselors-in-training? Retrieved from: <https://theses.lib.vt.edu/theses/available/etd-06272003-082400/unrestricted/rbowman6-27etd.pdf>

Chesner, A. & Zografou, L. (2014). *Creative supervision across modalities: Theory and applications for therapists, counsellors and other helping professions*. London, UK: Jessica Kingsley Publishers.

Shuck, C. & Wood, J. (2011). *Inspiring creative supervision*. London, UK: Jessica Kingsley Publishers.

General Creativity Resources

Barron, F. X. (1969). Creative person and creative process. New York: Holt, Rinehart and Winston

Benjamin, L. (1984). Creativity and counseling. Highlights: An ERIC/CAPS fact sheet. Washington, DC: National Institute of Education. (ERIC Document Reproduction Service No. ED260369)

Dacey, J. S. (1989). Fundamentals of creative thinking. New York: Lexington Books.

Teaching Creativity

Lett, W. R. (1993). Therapist creativity: The arts of supervision. *Arts in Psychotherapy*, *20*, 371-386.

Lewis, H. C. (1983). Teaching therapists to use their right brains. *Journal of Strategic and Systemic Therapies*, *2*, 44-56.

Pesut, D. J. (1990). Creative thinking as a self-regulatory metacognitive process – A model for education, training and further research. *Journal of Creative Behavior*, *24*, 105-110.

Throne, J. M (1976). Can creativity be taught? *Educational Technology*, *16*, 57-58.

Professional Association Resources

American Counseling Association (ACA) - Association for Creativity in Counseling Activities Clearinghouse - <http://www.counseling.org/knowledge-center/clearinghouses/activities-clearinghouse>

The Association for Creativity in Counseling – a division of ACA - http://www.creativecounselor.org/About_ACC.html

Creative Ideas

- a) Walking Meetings
- b) Be Intentional – Set a Focus with Supervisees
- c) Theoretical Case Conceptualizations

NOTES:
