

JUNCTURE



From the President

Richard E. Watts
Sam Houston State University

Did you know that the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards are currently under revision? The standards revision process occurs every seven years and the current Standards Revision Committee (SRC) completed the first of several drafts in September. The principles guiding the SRC include:

- *Leadership.* The SRC will provide thoughtful leadership to formulate issues related to the standards revision process; to develop needed tools and strategies to sustain the value of quality revision that will lead to advance change and needed improvement of the CACREP Standards.
- *Advocacy.* The SRC will advocate for voluntary accreditation within counselor preparation in higher education to the public, government, and other interested individuals, groups, and countries.
- *Core Values.* The SRC will maintain the core academic values central to higher education and quality assurance as reflected by CHEA. These include, for example, the values of general education (through core counselor preparation standards) that are learning centered and promote collegiality, as well as academic freedom. In addition, the SREC will look to and formulate its process in keeping with recognized best practices of other accreditation bodies.
- *Inclusion.* The SRC will sustain an environment of active consultation with the larger counseling audience and participating organizations, as well as encourage cooperation and exchange throughout the higher education and quality assurance communities.
- *Independence.* The SRC will be an autonomous and informed voice for strengthening the standards for

accreditation for counselor education programs within higher education. (The CACREP Connection, Spring, 2005, p. 1).

The fact that the CACREP Standards are in revision is salient even for programs not accredited by CACREP because of the significant influence these standards have at many levels (e.g., State Licensure Boards). Therefore, it is important for all Counselor Educators and Supervisors to peruse each draft developed by the CACREP SRC and provide feedback. I'm finishing my sixth (and last) year on the CACREP Board of Directors and I know first-hand that the CACREP Board and the SRC value your feedback.

If you have not had an opportunity to read the first draft, please go to www.cacrep.org/StandardsRevisionText.html. Here you will find draft number one in both MSWord and Adobe PDF formats. Additional reading pertaining to the SRC and the standards revision process may be found at that site.

Please note that the submission of feedback on the first draft ended on Friday, January 13, 2006. Draft number two should be posted on the CACREP webpage by late Summer, 2006. At that time the SRC will again request your feedback and the Standards Revision Section of the CACREP website (see link above) will have the form you should use in providing feedback to the SRC. Please get involved in the revision process. Carefully read the next revision upon its publication and provide the SRC with feedback.

*Best regards,
Richard*

Call for Programs
Directors of Guidance Conference
September 10 – 11, 2006
Austin -- Doubletree Hotel

Please contact Kathryn Everest
for Proposal Form and additional
information. kever@ftworth.isd.tenet.edu



From the Director

Kathryn Everest
Ft. Worth ISD

The TCA Board meeting was held in Austin February 23 – 25. It was a very productive and informative meeting. The motion made and passed at the TACES midwinter conference February 17th regarding adding the term “certified” to the *Texas Education Code* when “school counselor” is delineated, and the motion seeking the identification a legislator who will draft a bill that again promotes the implementation of the comprehensive counseling programs has been sent to the School Counselors Issues, Advocacy and Public Policy Committee for consideration. The final SCIAPP legislative platform is in the process of being developed and will be presented at the June TCA Board and Senate Meetings for approval. The response was positive and I am confident the TACES suggestions will be included on the platform for 2007 legislative session.

All TCA division reports presented indicate a diligence across the state toward efforts that promote the vision and mission of professional counselors – both school and clinical counselors. Each report reflected a conscious focus on furthering the development and understanding of the counseling profession accompanied by the continued push for high ethical standards. The TCA committee reports are encouraging as well. Each committee, through volunteerism, continues to do good work for the organization – all members thereby impacting the counseling profession.

Sunday was spent reviewing TCA’s Strategic Plan and evaluating movement of the plan. What a fantastic experience that was! We literally evaluated each established TCA “direction” as well as every strategy identified with a specific “direction”. The Board’s objective was to determine association progress toward our goals. Wow! This thorough examination of our strategic plan provided great insight about from where we have come to where we are going as an association. This arduous process helped your TCA Board find areas that need reprioritizing, redefining etc. as our association advances into year three of the Strategic Plan. I realized at the close of the day what a tremendous responsibility I have in representing each of you AND what an incredible responsibility we ALL have in representing each other as professional counselors in the State of Texas and that it takes all of us to move the mountain!

A Call to Mentor

Neil Duchac
Texas A&M International University

In December 2005, while attempting to conclude the semester, I took the opportunity to have all of the school counseling’s practicum students set up an appointment to discuss their perceptions of what they had experienced during the term. I thought this would be a good way to check and see what I had done right and wrong during my second semester of teaching. Also, I was interested in what they felt about supervision, the site supervisors, and translating book knowledge into action.

In retrospect, I was surprised by what many students had said. I had expected their experiences to be largely positive and not just an exercise in hour accumulation. First and foremost of surprise was the notion shared by several that they had felt left out of the educational loop. They reported a feeling of having to fend for themselves. Additionally they did not appear to share a sense of being mentored or supported by another professional. Many students expressed a sense of being disillusioned indicating that there were many differences from “best practices” and “reality.” As I thought about these responses from students in a southern Texas town- I could not help but think they were right, but where was the mistake that made there experience less than perfect and more importantly who was to blame (if anyone).

One of the primary issues from my perspective that effects school counselors today is a lack of identification. In a sense, they are not accepted as teachers, nor are they accepted as administrators. They identify themselves as counselors, but do not have the identification of mentorship that other counselors in community mental health experience. Mentoring as noted by Gerstein (1985) dates back to the Neolithic age and consists of enriching a learning experience. It is not necessarily dependent on one’s personality, but instead on matching behaviors. Mentoring encourages teamwork and also builds on one’s professional enthusiasm. My students were experientially less than enthusiastic.

Reiman and Bostick (1995) discussed mentoring in terms of establishing groups to support beginning teachers. I believe that

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Harmful Supervision:

Implications for Counselor Educators

Martina Sternberg & Lydia Maldonado
University of Texas - San Antonio

Counselors live by the code do no harm. This creed applies in the client relationship as well as in the supervisory relationship. Supervision has been applied for “as long as counseling and psychotherapy has been in existence” (Remley & Herlihy, 2005, p. 313). However, in the literature review, the professional literature gave attention to counselor application is as early as twenty-five years ago.

The American Counseling Association (ACA) code of ethics (2005) provides guidelines for the counselor supervisor and supervisee relationship. The ACA code states counselors should receive supervision training prior to supervising and should continue to participate in education that includes effective supervision techniques. Counselor supervisors are charged with being aware of diversity, maintaining “ethical professional, personal and social relationships with their supervisees, avoiding sexual relationships, and sexual harassment,” (p. 14) as well as not accepting close relatives or friends, or romantic partners as supervisees. Supervisors should thoroughly explain expectations and responsibilities of the supervisor and supervisee role to supervisees.

To establish a good supervisee experience, supervisors are responsible for having an informed consent that includes the policies and procedures of the supervisory relationship. The informed consent should be thoroughly read by the supervisee and clarified by the supervisor before it is signed by the supervisee. Supervisors should address with the supervisee how they can be contacted in emergencies, professional standards, ethical standards, legal responsibilities, as well as when and how to terminate the supervisory relationship.

To ensure only competent supervisees are allowed to practice as counselors, supervisors should continually evaluate the supervisee’s performance and give feedback to the supervisee. If the supervisee requires remedial assistance the supervisors should help the supervisee find the assistance needed. Supervisors provide referrals for counseling if the supervisee requests it and finally, supervisors must recommend dismissal if the supervisee has an impairment that interferes with the performance or if the supervisee is unable to provide competent professional services (ACA, 2005).

Professional literature for mental health supervision recognizes administrative and clinical supervision (Borders & Leddick, 1987). For the purposes of this article, we will focus on the

clinical supervision. Clinical supervision takes place when a counselor’s work is reviewed by counselor supervisors, usually with the goal of increasing the counselor’s effectiveness (Remley & Herlihy, 2005).

To ensure the supervisory relationship and supervisee requirements are fully understood, the supervisor should outline what constitutes inadequate or unsatisfactory performance for the supervisee. The supervisor should also have a written agreement that outlines in detail what is expected in the supervisory relationship to avoid later misunderstandings in the supervisory relationship (Remley & Herlihy, 2005).

Supervisor competence is crucial in the supervisory relationship. Training in the knowledge and skills required to be a supervisor is paramount in the supervisory relationship. In fact, licensure boards such as ACA mandate that supervisors must be prepared in the methods and techniques of supervising (ACA, 2005). ACA and the National Board of Certified Counselors (NBCC) verify counselor’s expertise in supervision qualifications (Remley & Herlihy, 2005). In addition, the Association for Counselor Education and Supervision (ACES) provides a description of characteristics and competencies that effective supervisors should possess to include: attitudes and traits consistent with being a supervisor, familiar with dimensions of supervision, understand the professional and personal nature of the supervisory relationship, understand methods and techniques of supervision, appreciates counselor development process, can fairly evaluate a supervisee’s counseling performance, knowledgeable about oral and written reporting and has a grasp of the counselor supervision theory and research (Remley & Herlihy, 2005). The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has very strict guidelines for supervisors to follow as well. The requirements for the supervisory relationship seem to incorporate all aspects of supervision. Why then, do supervisees report receiving harmful supervision at alarming rates?

Harmful Supervision Defined

For our purposes, we will define harmful supervision as supervision that harms or traumatizes the supervisee. Bad supervision is defined as “ineffective supervision that does not harm or traumatize the supervisee” (Ellis, 2001, p. 401). Good supervision is described as an atmosphere that allows experimentation and mistakes. It takes into account the skill level of the supervisee in personal and professional development in an accepting and understanding environment. (Worthern & McNeill, 1996).

Many studies have been completed on topics related to bad or harmful supervision. Lamb and Catanzaro (1998) found 14% of the respondents in their study reported bad supervision in the way of sexual boundary violations with a supervisor or educator. Nelson and Freidlander (2001) conducted research with

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America Counseling Association's Annual Convention Montreal, Quebec Canada March 30 - April 3, 2006

Theme: Culture-Centered and Diversity Counseling Empowers All Families

There are a plethora of educational sessions, workshops, meetings, social events, networking opportunities, and sight-seeing activities available to the 3,000 participants expected at the 2006 ACA Annual Convention. The biggest challenge will be fitting everything in! Following you will find information regarding ACES sponsored sessions and events; and ACA's new Counseling Education and Supervision Academy. Best wishes for a successful and educational convention experience!



ACES Meetings

ACES State Presidents/President-Elects Meeting

Saturday, April 1 * 7:30 am – 8:30 am

Le Centre Sheraton Hotel, Salon Garcia Lorca

School Counseling Interest Network

Saturday, April 1 * 11:00 am – 12:30 pm

Le Centre Sheraton Hotel, Salon 2

Ethics Interest Network

Saturday, April 1 * 1:00 pm – 2:00 pm

Le Centre Sheraton Hotel, Salon 1

Awards Committee Meeting

Saturday, April 1 * 1:00 pm – 2:00 pm

Le Centre Sheraton Hotel, Salon 1

Membership Committee Meeting

Saturday, April 1 * 1:00 pm – 2:00 pm

Le Centre Sheraton Hotel, Salon 1

Graduate Student Committee Meeting

Saturday, April 1 * 1:00 pm – 2:00 pm

Le Centre Sheraton Hotel, Salon 1

Department Chairs Interest Network

Saturday, April 1 * 1:00 pm – 2:00 pm

Le Centre Sheraton Hotel, Salon 1

Product Development Committee Meeting

Saturday, April 1 * 1:00 pm – 2:00 pm

Le Centre Sheraton Hotel, Salon 1

Strategic Planning Committee Meeting

Saturday, April 1 * 1:00 pm – 2:00 pm

Le Centre Sheraton Hotel, Salon 1

International Counseling Interest Network

Saturday, April 1 * 1:00 pm – 2:00 pm

Le Centre Sheraton Hotel, Salons A & B

General Assembly

Saturday, April 1 * 3:00 pm – 5:00 pm

Le Centre Sheraton Hotel, Salon 8

Women's Interest Group

Saturday, April 1 * 5:30 pm – 6:30 pm

Le Centre Sheraton Hotel, Salon Garcia Lorca

Southern ACES

Sunday, April 2 * 8:00 am – 9:30 am

Le Centre Sheraton Hotel, Salon 4

College Student Affairs Interest Network

Sunday, April 2 * 10:30 am – 11:30 am

Le Centre Sheraton Hotel, Salon 1

Community Counseling Interest Network

Sunday, April 2 * 10:30 am – 11:30 am

Le Centre Sheraton Hotel, Salon 1

Advocacy Interest Network

Sunday, April 2 * 10:30 am – 11:30 am

Le Centre Sheraton Hotel, Salon 1

Doctoral Programs Interest Network

Sunday, April 2 * 10:30 am – 11:30 am

Le Centre Sheraton Hotel, Salon 1

Career Development Commission

Sunday, April 2 * 10:30 am – 11:30 am

Le Centre Sheraton Hotel, Salon Garcia Lorca

Multicultural Counseling Interest Network

Sunday, April 2 * 10:30 am – 11:30 am

Le Centre Sheraton Hotel, Salons 6 & 7

Human Rights Committee

Sunday, April 2 * 10:30 am – 11:30 am

Le Centre Sheraton Hotel, Salons 6 & 7

Technology Interest Network

Sunday, April 2 *

10:30 am – 11:30 am

Le Centre Sheraton Hotel,

Salons 6 & 7

Rural Counseling Interest Network

Sunday, April 2

10:30 am – 11:30 am

Le Centre Sheraton Hotel, Salons 6 & 7



ACES Social Events

Graduate Student Breakfast

Saturday, April 1 * 7:30 am – 9:30 am

Le Centre Sheraton Hotel, Salon 5

ACES Luncheon

Sunday, April 2 * 12:00 pm – 2:00 pm

Le Centre Sheraton Hotel, Salons A, B & C

ACES & ACC Joint Reception

Sunday, April 2 * 5:30 pm – 7:30 pm

Le Centre Sheraton Hotel, Salons Jarry & Joyce

ACES Sponsored Programs

The ACES Sponsored poster sessions will feature the research of counselor educators and doctoral students who were awarded ACES Research Grants Awards for 2005–2006.

Wellness of Counselor Educators

Sunday, April 2, 4:45 pm – 5:15 pm

Convention Center, Exhibit Hall, Booth: PS4

Attitudes About the Relevance of Multicultural and Social Justice Pedagogy in Counselor Education

Sunday, April 2, 4:45 pm – 5:15 pm

Convention Center, Exhibit Hall, Booth: PS5

Training and Supervisory Needs of International Students in Counselor Preparation, Sunday, April 2, 4:45 pm – 5:15 pm

Montréal Convention Center, Exhibit Hall: Booth: PS3



Exploration of Counselor Trainee Value Orientation: Fostering Professional Development in Supervision and Counselor Education

Saturday, April 1, 3:15 pm – 4:15 pm

Empowering Couples and Families: An Examination of Premarital Counseling Training in Counselor Education Programs

Saturday, April 1, 3:15 pm – 4:15 pm

Including Deaf and Hard of Hearing Students in the Counseling Practicum: A Case Study for Breaking Assumptions,

Saturday, April 1, 11:30 am – 12:30 pm

When a Student Fails and Other Personal Perils for Counselor Educators, Saturday, April 1, 11:30 am – 12:30 pm

Professional Counselor Development: Beyond Academia

Saturday, April 1, 11:30 am – 12:30 pm

The Reality of Infusing Diversity Into the Curriculum: Creative Approaches to Address the Challenge

Saturday, April 1, 1:30 pm – 3:00 pm

Ethical and Culturally Competent Training in Diagnosis

Saturday, April 1, 1:30 pm – 3:00 pm

Surviving Comprehensive Exams: Doctoral Students' Perspectives

Saturday, April 1, 3:15 pm – 4:15 pm

Counseling Education and Supervision Academy

To earn a certificate in one of the ACA Academies you must complete the following requirements:

- Attend at least six (6) 90-minute/60-minute Education Sessions from the approved list.
- Poster Sessions are not included in the approved list.
- Attend the Opening Session on Saturday, April 1.
- Visit the Exhibit Hall for at least 30 minutes.
- Academy Certificate Form and additional information will be included in your registration tote bag.
- Session descriptions and room location are listed in the ACA program.

An Evidence-Based Practice Approach to School Counselor Education, Saturday, April 1, 8:00 am – 9:00 am

Teaching and Learning Reflection: Perspectives of Students and Faculty in a M.Ed. Counseling Program,

Saturday, April 1, 8:00 am – 9:00 am

Gatekeeping and Admissions Practices in Doctoral Counselor Education: Where Are We Now?, Saturday, April 1, 8:00 am – 9:00 am

Counseling Students' Perceptions and Knowledge of Multi-Media Instruction, Saturday, April 1, 11:30 am – 12:30 pm

Senior Faculty Reflect on Best and Most Creative Teaching Moments: A Symposium for Faculty, Supervisors, and Students

Saturday, April 1, 4:45 pm – 6:15 pm

Real Scenarios: A Classroom Training Approach to Increase Multicultural Competency, Sunday, April 2, 8:00 am – 9:00 am

Russian and American Counseling Students: How Do They Choose a Counseling Theory? Sunday, April 2, 8:00 am – 9:00 am

Change of Perspective: How It Occurs During Internship

Sunday, April 2, 8:00 am – 9:00 am

When Beliefs Collide: Using Role Play to Confront the Conservative Christian Values of Counselors-In-Training

Sunday, April 2, 11:00 am – 12:00 pm

Ethical, Theoretical, and Cultural Challenges of Counselors-In-Training Working With Incarcerated Youth and Their Families

Sunday, April 2, 11:00 am – 12:00 pm

Stressed Out! A Stress Management Course Outline for Graduate Level Counseling Students, Sunday, April 2, 11:00 am – 12:00 pm

Inclusion of Substance Abuse Education and Training in CACREP-Accredited Programs, Sunday, April 2, 1:30 pm – 3:00 pm

Integrating Spirituality Into Counselor Education: The State of the Art, Sunday, April 2, 3:15 pm – 4:15 pm

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Sessions

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Internet Logging System: Usage and Implications for Counselor Educators Supervising Practicum and Internship Students, Sunday, April 2, 3:15 pm – 4:15 pm

There's More to Graduate School- Personal and Professional Development Resources for Graduate Students and Graduate Student Mentors

Sunday, April 2, 3:15 pm – 4:15 pm

Competent Bibliotherapy: Preparing Counselors to Evaluate Literature for Use With Culturally Diverse Clients, Sunday, April 2, 4:45 pm – 6:15 pm

We Came, We Saw, We Dissertated! Part II: Surviving and Navigating Through the ABD Culture, Sunday, April 2, 4:45 pm – 6:15 pm

The Student-Counselor Educator Connection: Clarifying Your Research Ideas

Monday, April 3, 8:00 am – 9:30 am

Becoming a Counselor Educator: The Nuts and Bolts of Teaching and Training Counselors

Monday, April 3, 8:00 am – 9:30 am

Multiple Perspectives on Supervision: Working Through Difficult Cases, Monday, April 3, 9:45 am – 10:45 am

Peer Mentoring Through Letter Writing

Monday, April 3, 9:45 am – 10:45 am

Developing Recruitment Strategies in Higher Education Utilizing a Career Development Perspective

Monday, April 3, 11:00 am – 12:30 pm

Wellness in “Wounded Healers”: Examining Forgiveness as an Aspect Among Counselors-In-Training

Monday, April 3, 12:45 pm – 1:45 pm

Facilitating Success in Counselor Education: Empowering Female Students in Distance Education

Monday, April 3, 12:45 pm – 1:45 pm

Ethics Updated: Standards for Counselor Educators

Monday, April 3, 12:45 pm – 1:45 pm

New Faculty Interest Network

Sunday April 2, 2006
10:30-11:30 a.m. in Salon 3.

Please write it down as they “forgot” to put us in the ACA book— but you WILL find us on one of the “extra paper inserts” at the ACA tables.



Mark Your Calendars

- ▶ **Directors of Guidance Conference**
September 10-11, 2006
DoubleTree Hotel, Austin
- ▶ **TACES mid-Winter Conference**
February 16, 2007:
Doubletree Hotel, Austin

Mentor

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the same would hold true for school counselors. One of the difficulties with this approach though is that there are fewer counselors. In addition they are often times spread out further throughout the schools and districts. Prince (2004) discusses mentoring as it affects students concluding that mentors bring a sense of joy and self-esteem to students. This should hold true for counselors in training and new school counselors as well. We all like to know that we are competent and doing a good job. Mentoring goes beyond just a face-to-face interaction and involves being an encouraging and supportive teacher. This role encompasses being supportive of both successes and mistakes.

In closing, remember that all counselors were once and hopefully continue to be students. When you are given the professional opportunity to mentor another counselor count this as a blessing. We all hopefully have had one mentor that has impacted our career. As I think about the students I had the previous semester; I realize the problem might be that their mentoring relationships were not fostered enough. There is no specific blame to place, but a conscious effort must be made more on both sides. Our field is both enjoyable and challenging and an encouraging relationship with a mentor may be very uplifting. Please take the opportunity as we enter this New Year to serve as a mentor.

References

- Gerstein, M. (1985). Mentoring An age old practice in a knowledge-based society. *Journal of Counseling and Development*, 64, 156-157.
- Prince, S. R. (2004). The magic of mentoring. *Educational Leadership*, 61(8), 84-86.
- Reiman, A.J. & Bostick, D. (1995). Counselor and teacher-led support groups for beginning teachers: A cognitive developmental perspective, 30(2), 105-118.

students in masters and doctoral programs in counseling psychology. The participants received supervision within the last three years. Thirty-three percent of the female participants reported problems in the supervisory relationship when they had a male supervisor due to sexual harassment. The major patterns that emerged from their findings were “supervisors were viewed as remote and uncommitted to establishing a strong training relationship” (p. 387). The other side of the spectrum found supervisors behaving in an overly friendly fashion with their supervisees. In the majority of the cases, it seems most of the difficulty could have been avoided if there were clear guidelines outlining the supervisory relationship.

Magnuson, Wilcoxon and Norem (2000) also examined what they termed lousy supervision. They identified ineffective or lousy supervision as “intolerant, non-empathic, discouraging, defensive, and uninterested in training or consultation to improve their supervisory skills” (p.189). This study looked at counselors who have been in the counseling field for a period of at least 5 years. Participants were “selected to reflect diversity in geographic location, work setting, professional experiences and cultural background” (p. 190).

The five overarching principles they identified as lousy supervision were: the supervision was unbalanced with too much or too little of supervision elements, developmentally inappropriate for supervisee, intolerance to differences or being inflexible, poor role model, untrained or unable to manage boundaries, and professionally uncommitted. The majority of the general spheres they noted were all related to feedback and clarifying expectations to the supervisee (Magnuson et al., 2000). This corroborated our findings in the literature review in that supervisors need to clarify the roles of the supervisory relationship, supervise at the supervisee’s developmental level, and give continual support and feedback to the supervisee.

To validate the findings some students in the masters program in counseling at The University of Texas at San Antonio were asked if they had ever experienced bad or harmful supervision as we defined it. Sixty percent of the respondents reported receiving harmful supervision. Some of the responses we received were: “After 3 weeks, instead of approaching me to discuss the situation, she had another counselor tell me that they would only need to me to counsel during specific hours. To later find out, it wasn’t that they wanted me to work different hours, they just didn’t want me in the center. I thought that was a shady way to handle it and it put me in a bind to try and find another location.” Another student stated “In fact, I did have bad supervision in my practicum class. He had little practical experience to share. He did not give appropriate feedback.” Another student told us “I had poor supervision during my practicum. I was being treated like a gofer by

the supervisor. I had to fight to see clients because the supervisor always had administrative stuff for me to do. I was criticized by my supervisor.” We would suggest all of the incidences we have reported could have been taken care of with continual honest feedback and outlining what would occur in the supervisory relationship.

Good Supervision

We have defined bad supervision and harmful supervision. We will now focus on describing good supervision. Worthington and Roehkle (1979) reported trainees “described good supervisors as pleasant and personable, willing to provide useful training and supportive of their supervisee’s efforts to experiment” (p. 64). Worthern and McNeill (1996) found that good supervisors were seen as empathic, nonjudgmental, validating nondefensive, and willing to examine their own assumption.

Worthington and Roehlke (1996) studied supervisor behaviors that were perceived as effective by supervisees. Forty-two supervisor behaviors were compiled. Of the behaviors compiled, five of the top twelve that were rated highest in importance by supervisors, were related to feedback. The new counselors-in-training that were surveyed, rated effective supervisors as having more directly taught counseling skills, and encouraged the supervisors to experiment with the newly taught skills. Although new counselors in training may ask for feedback, they may be threatened by the supervisor’s evaluation of their counseling skills. We would suggest that supervisors be aware of where the supervisee is in the counselor developmental process when giving supervision, direction, and feedback.

Developmental Levels of Counselors

In Stoltenberg’s developmental theoretical model, determining the counselors developmental skill level “is the first step in choosing supervision strategies” (Pearson, 2001, p. 175). According to Stoltenberg there are three counselor skill levels. Knowing the skill level can help the supervisors make informed and appropriate decisions in the supervisory relationship. Level one counselors are motivated to learn and at the same time they are dependent on the supervisor for direction, as Worthington and Roehkle (1979) found in their study. The beginning counselors felt effective supervisors were more direct in teaching the counselors how to counsel and encouraged them to try new theories and techniques in a supportive environment. Level one counselors rely most heavily on the supervisor to teach them counseling skills and need the supervisor available while the supervisees practice their newly acquired skills (Pearson, 2001).

Level two counselors are dependent on the supervisor while at the same time yearn for more autonomy while trying to learn

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and polish their counseling skills. They have more knowledge and skills than level one counselors but not as much as level three counselors. (Pearson, 2001). Level three counselors can be more independent and have more skills and experience than level one or level two counselors. This level of supervisee needs much less direct supervision and the supervisor can follow the supervisee's lead in determining how much or how little direct or indirect supervision the supervisee needs. Level three counselors may need someone they can bounce their own ideas off of more than someone who teaches them theories and counseling skills. (Pearson, 2001).

Littrell, Lee-Borden and Lorenz (1979) suggest the development theory model can incorporate four supervision models: counseling/therapeutic, teaching, consulting and self-supervising. The developmental model provides many advantages for both the supervisor and supervisee. Another theoretical supervision model is the discrimination model (Bernard, 1979). Bernard states that functions of supervision fall into one of three areas: "intervention or process skills" (what the supervisee does in the session), "conceptualization skills (how the supervisee thinks about client issues and chooses intervention), and finally "personalization skills" (personal dynamics and interactions) (pg. 61). In this model, the supervisor uses the three functions or learning dimensions to delineate the ability of the supervisee which would in turn be used to outline the supervisory relationship (Bernard, 1979).

Supervisor Skills and Attributes

It is apparent that counselors that are extremely effective counselors may not be effective supervisors. (Dye & Borders, 1990). What skills and attributes does an effective supervisor have and how do we ensure counselor supervisors have the required skills and attributes? This is the question that Nagpal and Ritchie (2002) asked in researching the skills and attributes that faculty looked at in the selection interviews for students in masters programs in counseling.

There were 10 characteristics that faculty identified that they looked for in the interview process. The characteristics fell into three themes: professional attributes, personal attributes, and interpersonal skills. The professional attributes were goal appropriateness, motivational appropriateness, professional appropriateness and academic preparedness. The personal attributes considered in the selection process were maturity, flexibility, and emotional stability. Finally, the interpersonal skills looked at were presence, social appropriateness, and verbal skills. Interestingly, the selection criteria was used more to screen out those who were not suitable than to find out who would be best for the program (Nagpal & Ritchie, 2002). A number of students who are accepted into a counseling program will become supervisors in their counseling career. Due

to this, faculty in masters level programs in counseling may see the need to screen students into the masters programs based on their potential to be an effective supervisor.

Discussion and Implications for Preventing Harmful Supervision

A large majority of counselors have received bad or harmful supervision in their career. Some research suggests that at least 8% of counselors leave the profession due to the harmful supervision they have received (Ellis, 2001). That would suggest that in a doctoral class of 8 students, at least one student will leave due to the harmful supervision they may receive. The counseling profession stresses do no harm. This includes do no harm in supervision as well as in counseling clients. The theme that has resonated in each study we read was lack of clear and concise rules, expectations, responsibilities and roles of both members in the supervisory relationship. Clear guidelines and communication would help to decrease or eliminate inaccurate perceptions of what is expected in the supervisory relationship.

It is important to consider the supervisees level of experience and adapt the supervision given based on their skill level. Supervisor skill is very important in the supervisory relationship but supervisor attributes are just as important for effective supervision to take place. Attributes such as empathic, personable, supportive, nonjudgmental, validating, non-defensive and being committed were mentioned as effective supervisor characteristics. Interpersonal attributes are the primary medium effective supervisors can use to enhance the supervisees development in the supervisory relationship. The quality of the supervisory relationship will increase the positive outcome of that relationship. Skills can be taught but the attributes needed can not. Assessing supervisor attributes and skills prior to supervision taking place would help to alleviate harmful supervision or the perception of harmful supervision.

Implications for Further Research

To better understand harmful supervision, the supervisor and supervisee in a harmful supervisory relationship should be examined. One study suggested women experienced harmful supervision in higher rates when the supervisor was a male due to sexual boundaries being crossed. Further research on gender similarities and differences in the supervisory relationship should be studied. Supervisors should be educated in and welcoming to multicultural issues. Currently graduate programs offer a multicultural class (Hill, 2003) to increase multicultural competence. Research should be conducted to discover if adding a multicultural class is an effective way to increase supervisor multicultural competence.

Supervisees who receive harmful supervision may in turn provide harmful supervision. Further research should be done to examine if supervisees who received harmful supervision go

on to give harmful supervision. Research that defines skills and attributes of those who give harmful supervision may be able to determine similarities in supervisors who harm supervisees. This could lead to future screening processes that may include those attributes that harmful supervisors possess which would in turn help faculty screen out counseling students or more closely interview students with similar attributes.

References

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The UT System announced that the 6 year graduation rate was well below 50% and steps are being taken to improve these rates among the various institutions in the System. A major point was made that 'advisement' needed to be improved.

There was no mention of the need to improve student opportunities to receive academic or career counseling, and no mention of how high school counselors can be a part of this improvement project. Kids and parents need more help in making good post secondary education decisions. Counselors at all levels can be part of this.

What can you do? Pay attention to the various primary political and local school board races. Find out where candidates stand on the use of counselors at all levels. Write to the candidates and let them know that having counselors is critical to high school graduation as well as post secondary education success! Be proactive and advocate for yourself and the counseling profession!

From the Editor

Melanie Bullock
University of Texas - El Paso

Thank you for your contributions to this edition! Special *welcome to Neil Duchac* who has joined the newsletter team as the Column Editor for Counselor Educators!

We are still seeking editors for the Directors of Guidance Column, LPC Supervisors Column, and Graduate Student Column. If you are interested in participating, please contact me!

Juncture strives to be a valuable resource for TACES members. To meet this goal, we need your help! We invite you to submit articles, mini-case studies, literature reviews, announcements, and reports of interest to counselor educators and supervisors. In addition, please let us know what you would like to see in future issues!

The summer issue is scheduled to be published in July. So....

send submissions to
mmbullock@utep.edu
by June 15th.
Please include TACES in the subject line.

