

# JUNCTURE

## **SUPERVISION: A Doctoral Student Training Model**

**Tracy Calley & Michelle Duran**  
**Texas A&M University, Corpus Christi**

Supervision's role within counselor education programs is a definitive process that distinguishes our profession from others in similar fields. (Sexton, 1998). Many doctoral students begin the supervision process with minimal formal training and in some cases an insufficient knowledge base. (Gardner, 1995).

As doctoral students graduate into a supervisory role within their program, they tend to be faced with many unanswered questions and seek innovative methods to assist their practicum and internship students. This SUPERVISION model encompasses many components in order to provide a guiding framework that assists graduate students with the process.

### *Start Off Small*

Doctoral students can assist the supervisee by starting off supervision where the student is within their graduate program. Typically, doctoral students only spend one semester with the supervisee and must begin by building rapport. A positive supervisory and learning relationship fosters the development of trust and is necessary for the advancement of the supervisee.

### *Understanding Supervisee's Assumptive World*

Once rapport and trust is established, understanding the supervisee and their assumptive world becomes apparent. By understanding a supervisee's experiences, the supervisor knows what methods can be utilized with the student to better their learning experience.

### *Planning Goals*

Planning goals with the supervisee is the next phase of the SUPERVISION model. Planning goals with beginning counselors in internship or practicum is a valuable way to focus on developmental concerns. (Curtis, 2000). Mutually agreed upon goals also fosters the development of a working alliance between the supervisor and supervisee. Setting goals and attaining them throughout the semester allows the supervisee to formulate new ideas and behaviors about themselves, clients, and the counseling profession.

### *Evaluation*

Once rapport is established and goals have been explored, the

supervisor will begin the evaluation process. The evaluation process is a central component and defining characteristic of supervision. (Bernard & Goodyear, 2004). Evaluation is an important safety precaution for the current and future clients of the supervisee. (Bernard & Goodyear, 2004). Although evaluation can be an anxiety-provoking event, it is imperative to our ethical "do no harm" guidelines.

### *Review Supervisee's Knowledge Base*

Upon completion of the evaluation process, the supervisor is given the opportunity to review, enhance, and build upon the supervisee's knowledge base. By utilizing the evaluation process of the supervisee, a positive learning alliance may begin to emerge. Throughout this phase of the SUPERVISION model, the supervisor encourages supervisee self-awareness, which can potentially foster professional identity.

### *Visualize Success*

Throughout the supervision process, we are assisting the supervisee visualize client change and success. Through a developmental lens, the supervisor is inherently responsible for the success of the client and the supervisee. The supervisors' vision, whether drawn from experience, literature, or other factors, affects the teaching and therapeutic modalities that impact the supervisee. (Bernard & Goodyear, 2004).

### *Integrate Theory and Practice*

Following visualization, assessment, and a review of the supervisee's knowledge base, the supervisor can infuse integration of theory and practice into the supervision process. Being that most supervisee's will counsel a diverse population, they may seek more innovative theoretical approaches to foster client development. Furthermore, supervisee's may face challenges with clients if they are attempting to adhere to one particular counseling model or theory. Supervisors can assist them by informing them of integrative models.

### *Strategies*

As the supervisor develops new perspectives with the supervisee, the supervisor may become "challenged to create a learning context that enhances supervisee's skills as they construct relevant frames from which draw effective strategies in working with clients." (Ward & House, 1998;Holloway, 1992).

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## From the President

**Melanie Bullock**  
**University of Texas - El Paso**

It has been a busy year for our leadership team and association members with proposed LPC changes, lobby days, research projects, developing position papers/responses for proposed legislation, and the plethora of learning opportunities. As I review these events and begin planning for 2007-2008, I realize that another year is quickly gearing up to take off.

We have all heard that time flies by as we move through life's adventures and that it is important to make time to acknowledge the people and the experiences that have impacted our journey. So, I would like to take a moment to delay take off for some well deserved acknowledgements.

I have thoroughly enjoyed the wonderful learning and networking experiences that working with the TACES leadership team over the last several years has provided. Dee Ray, Richard Watts, and Rick Bruhn who demonstrate outstanding leadership in all they do. Kathryn Everest who has successfully taken on the responsibility of coordinating the Directors' of Guidance Conference with a grace and a passion for the profession that I find inspiring. Thanks to Bob Choate, Bret Hendricks, Eliz Zambrano, and John Lucas who have given years of invaluable service and experience to TACES. Kathy Ybanez and Selma Yznaga who represented us at critical legislative meetings, organized valuable research projects, and are always so gracious with their time. It has been a privilege to work with and learn from each of you!

I also want to take this opportunity to welcome our new board members: Charles Crews, President - Elect; Gail Roaten, Board Member at Large; and Michelle Duran, Secretary. Thank you for your willingness to contribute your valuable time to the association! I look forward to working with you and to a wonderful and productive 2007-2008.

One of the goals I hope we accomplish this year is to increase member participation on various committees, research projects, and legislative proposals/responses. In September the Executive Board will be meeting to discuss goals and event planning for the year. Please feel free to send your ideas and suggestions to [Dr.Mbullock@gmail.com](mailto:Dr.Mbullock@gmail.com) for inclusion in the meeting agenda.

As you will note from the announcements included in the newsletter there are many learning opportunities again this year. Please plan on participating in the TACES co-sponsored

Directors of Guidance Conference in September, our business meeting at the TCA Conference in November, and our MidWinter Conference in February.

It is important that we continue the great tradition of TACES and we need your help to accomplish this goal. Please take a moment to think about how your expertise can help the organization. I urge you to consider the list of opportunities below to see how you can help.

- ⇒ Serve on a TACES committee
- ⇒ Run for office on the TACES executive board
- ⇒ Attend a lobby day during the legislative session
- ⇒ Present programs at the Directors of Guidance Conference, MidWinter Conference, TCA, ACES, and/or ACA conventions.
- ⇒ Submit articles or news announcements of interest to Counselor Educators and Supervisors to *Junctures*
- ⇒ Encourage graduate students or LPC Interns to join and participate in TACES.
- ⇒ Write letters to local publications/news resources regarding the importance of addressing mental health issues.

Please contact any of the board members or committee chairs to let us know how you can help. Together we can make a difference! Contact information is listed on this website.

Thank you for the opportunity to serve as your President this year! Please do not hesitate to contact me with your ideas, questions, suggestions, and/or concerns.

Ok, I guess it is time to return our trays and seat backs to their upright positions and prepare for take off! Best wishes to all of us for a successful and joyful year!



**The Directors of Guidance Conference**  
**The DoubleTree Hotel - Austin**

**September 30 and October 1, 2007**

Visit <http://www.txca.org>  
 for additional information

## From the Editor

Thank you for your contributions to this edition of *Juncture*! Welcome to the Sheryl Serres, Michelle Duran, and Tracy Calley who are joining the newsletter team as column editors! Sheryl has agreed to serve as the Counselor Educator Column Editor. Michelle and Tracy are the new editors for the Graduate Student Column. Please feel free to contact anyone on the *Juncture* team with questions, suggestions, and submissions.

We are seeking an editor for the LPC Supervisors Column and the Directors of Guidance Column. Column editors are responsible for providing articles and news announcements for their column for each edition of the newsletter. If you are interested in joining the team, please contact [dr.mbullock@gmail.com](mailto:dr.mbullock@gmail.com).

Our next issue is scheduled for publication in October. We invite you to submit articles, mini-case studies, literature reviews, announcements, and reports of interest to counselor educators and supervisors. Please forward your submission to [dr.mbullock@gmail.com](mailto:dr.mbullock@gmail.com) by **October 1, 2007**. Again thank you for your support of our newsletter, I look forward to hearing from you!

## Important Meetings

The Complaints Committee of the State Board of Examiners of Professional Counselors will meet in Austin on August 23, 2007. TCA encourages professional counselors who are interested in learning how the SBEPC works to attend this meeting.

The Commission for a College Ready Texas is holding a series of meetings around Texas to engage diverse stakeholders to share their views on the college alignment process as well as standards for college readiness. Public testimony is requested specifically on the importance of preparing students for college and career; specific ideas on how to measure college readiness; and actions the state can take to ensure students are prepared to succeed in higher education. Meetings will be held in Dallas/Fort Worth on July 31; San Antonio on August 24; and in Austin on September 26. For more information, contact Sara Weiss, Coordinator, Commission for a College Ready Texas at [Sara.Weiss@tea.state.tx.us](mailto:Sara.Weiss@tea.state.tx.us).

## TACESNET

The Texas Association for Counselor Education and Supervision Network (TACESNET-L) is a discussion list for counselor educators and supervisors in the great state of Texas. Membership in the Texas Association for Counselor Education and Supervision (TACES) is not required to be part of TACESNET-L, but it is encouraged.

By working together in a professional organization we can strengthen our profession. TACESNET-L members can collaborate by sharing ideas, resources, and discussions about counseling, counselor education, and counseling supervision. News about upcoming workshops, conferences, and legislation may be posted. Association news and dates of activities may be included. This network can also serve as a useful modality for TACES leaders and members to stay in touch regarding member concerns.

If you would like to be a part of the TACESNET listserve, please send an email to Richard Watts ([watts@shsu.edu](mailto:watts@shsu.edu)) and request that you be subscribed to the list. It is just that easy.

## Congratulations!

Dr. Richard E. Watts, TACES member and TACES Past President, recently received two professional awards.

In March, at the American Counseling Association Conference, he was awarded the Association for Counselor and Education Stripling Award. Named for Dr. Robert O. Striping, this award is given to persons who have contributed to the development and enhancement of professional standards within the Counseling profession.

In May, at the North American Society for Adlerian Psychology Conference, Watts received the Diplomate in Adlerian Psychology. The Diplomate in Adlerian Psychology is the highest professional recognition offered by The North American Society of Adlerian Psychology, and is awarded to persons who demonstrate the highest level of professional accomplishment in and contribution to Adlerian Psychology.

Dr. Watts is Professor of Counseling and Director of the Center for Research and Doctoral Studies in Counselor Education and Supervision at Sam Houston State University.

## Mentor & Friend: Dr. Susan Adams

Sheryl Serres  
Sam Houston State University

According to Casto, Caldwell, and Salazar (2005) graduate students who are most likely to get through rigorous programs of study are those who have had access to the support of a mentor and they discuss the benefits of women mentoring women both in graduate school and in counselor education programs. One does not become a polished professional overnight or alone, and I am acutely aware of one particular woman to whom I am indebted; someone who took the time to share her expertise and encouragement with me both throughout my doctoral program as well as presently when I face demands in my relatively new position as a counselor educator. I believe the nature of our profession, the aspiration to high ethical standards, and a grateful heart dictate that we thank those who have *been there* for us. In so many ways, Susan reminds me of the woman in Proverbs 31, and I have noted examples throughout this column from *The Living Bible*, a book of writings of the faith we both share.

Mentoring includes advising, teaching, counseling, and friendship (Wilson and Johnson, 2001). My friend and mentor, Dr. Susan Adams, has invested unselfishly so much of her personal time into helping me grow as a person and as a professional. Susan is one of those people out of whose mouth true teaching comes each time she speaks. “When she speaks, her words are wise” Proverbs 31:26a. She is undoubtedly one of the *movers and shakers* of our field. As a doctoral student, Susan unselfishly developed our mentoring program assigning senior doctoral students to newer ones and coordinating meetings for us. She often reminded us, “You can’t do this alone.” And, she was right. No one can maneuver through a rigorous academic program without the support and encouragement of others, and Susan took charge of networking all of us. She spent many late hours offering encouragement and guidance both on the telephone and at various locations in Commerce, Texas (particularly at Braums) as she engaged several of us in heart to heart discussions that moved us along in our program. “She works far into the night” Proverbs 31:18b. Even while she was working on her dissertation, taking 15 hours, and working at two internship sites, she made herself available to those of us struggling to adjust to the demands of the doctoral program. “She...is never lazy” Proverbs 31:27b. And, she even seemed to enjoy us; a condition that enhanced her mentoring qualities.

Wilson and Johnson (2001) asserted three character virtues of mentors that are important for mentoring: *integrity, courage,*

and *care*. Susan’s **integrity** as a Counselor Educator and guardian of our profession is well established. Her commitment to the Counseling profession is well recognized by her colleagues and many in our field have honored her as a leader. She has been recognized by TCA for her writings and research, and her alma mater awarded her the prestigious title of Alumni Ambassador. Her students also have honored her with the awards of Outstanding Faculty Adviser in 2007 and Outstanding Faculty Mentor and Adviser in 2006. “Those good deeds of hers shall bring her honor and recognition” Proverbs 31:31. This leader in our field is one whom I am privileged to call *Friend*; for I know the real heart of the person behind the integrity.

As for the virtue of **courage**, it is one of the things I most admire about Susan. While I tend to be rather tentative and apprehensive, Susan is able to take risks and through this she has grown much. She is not afraid to try and not afraid to fail. In fact, she knows no failures, only growth experiences and she continues to model courage each time she takes a risk. She models innovation and creativity each time she embarks on a new course, a presentation, a position of service, and various strategies for getting important concepts across to her students. She is always willing to do whatever she perceives will be the most beneficial as a learning experience, even though it inevitably creates more work for herself. “She is energetic, a hard worker” Proverbs 31:17. She is tireless as a counselor educator, and she willingly and unselfishly shares all of her own creative ideas with others. I cannot possibly thank her enough for all she has shared with me.

Susan’s genuine **care** for me as a friend enabled me to easily hear correction from her as well. She is relentless in her expectations for excellence from both her students as well as her friends. Once when an undergraduate student approached us, I asked a question out of genuine concern. Susan later chided me for asking that question in the presence of others. The issue turned out to be benign, but I learned that I could trust Susan to tell me the truth; something that takes courage for sure. “She is a woman of strength and dignity” Proverbs 31:25a.

Mentoring is both related to professional growth as well as an enhancement to personhood. My grandfather always said that the best help you can give someone is to do for them what they cannot do for themselves. I was exactly in that spot, unable to help myself through positive self-talk or any other device as I lay in bed one morning, panicking about the approaching comprehensive doctoral exams. I was on the verge of talking myself into postponing the whole ordeal, when my phone rang. It was Susan. “Are you studying?” she asked. I replied that I was considering withdrawing from the comprehensive exams until a later date. But, my friend and mentor went into true “Susan mode” and said, “Get up and write this

down.” She gave me ideas for organizing the massive amounts of material I needed to review and helped me focus my anxious and scattered thoughts on the things that would seem most important. “She...generously gives to the needy.” Proverbs 31:20. After more than an hour on the phone with her, I was energized and truly helped. It was an energy prompted by hope; hope that can only be instilled by a mentor and friend who has *been there and done that*.

I believe duty demands that we give credit where credit is due and that we express true gratitude to those who have reached down to pick us up and help us along the road we travel. My friend and mentor, Susan Adams, is deserving of my thanks. I am privileged to know her and aspire to resemble her in her spirit of excellence. “There are many fine women in the world (of academia), but you are the best of them all.” Proverbs 31:29.

#### References

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\*\* Dr. Serres is a professor at Sam Houston State University and is an advisor to the local Christian Counselor's Association.



ACES 2007 Conference

**Vanguards for Change:  
ACES and Social Justice**

October 10-14, 2007  
Columbus, OH

<http://www.acesonline.net/>

### New Edition of *Handbook of Counseling Supervision*

The revision of ACES's classic *Handbook of Counseling Supervision* has just been released. L. DiAnne Borders and Lori Brown (University of North Carolina at Greensboro) have updated and expanded the handbook, while retaining the hands-on flavor it is well known for. Added are sections on multicultural sensitivity, group supervision, and tools for evaluation. This is a “must” item for novice and experienced supervisors alike; it is very appropriate for field supervision and practitioner workshops. It augments the more academically/research oriented publications with a “how-to” approach. Many vignettes are provided to guide the supervisor.

The revision is *The New Handbook of Counseling Supervision*. It can be purchased through the ACA website at <<http://www.counseling.org>>. ACES members receive a discounted rate for individual copies. Bookstores are welcome to place their orders.

## ACES: Online Journal Search

*Counselor Education and Supervision (CES)*, is now more accessible than ever. You can use an online search tool to locate articles pertinent to your areas of interest. Searches can be done by keyword, author, title, year, or other criteria you establish. Volumes back to 1999 are now fully searchable online, and the current volume is added each year.

This is a tool that makes our literature searches so much easier and targeted. To access it, go online to [http://aca.metapress.com/\(t2ouwszxqhz25zeobxi5i55\)/app/home/main.asp?referrer=default](http://aca.metapress.com/(t2ouwszxqhz25zeobxi5i55)/app/home/main.asp?referrer=default), click on the journal title *Counselor Education and Supervision*, then enter your query into the “Quick Search” dialog box that appears.

A writer may need copies of one or more articles in back issues of *CES*, in order to investigate a topic published earlier. These are obtainable for purchase.

Persons who are not members of ACES can subscribe to the journal via the above metapress website.

### Internalizing Process

As the supervision process continues, supervisees will begin to internalize and grow from the practicum and supervision experience. The supervision process allows the supervisee to grow and begin to stand on their own two feet upon completion of their practicum, internship, and course work. Supervisors do not want to create a dependency, they strive to enable the student to internalize what they have learned and keep applying that information and those concepts.

### Ongoing Process

Supervision is an ongoing process for beginning counselors. Upon completion of their practicum course, supervision will continue through internship and possibly after graduation if the supervisee is seeking LPC licensure. The instructor or supervisor may choose to continue to consult with the student on cases that perplex the novice counselor.

### Novice Professional

As the supervisee continues to develop in skill, strategy, and confidence, the process of becoming a novice counselor has begun. This is the last phase of this particular SUPERVISION model. As they continue to face new therapeutic challenges, the internalization process continues and the novice therapist increasingly integrates their personality into their treatment.

### Conclusion

This SUPERVISION model is a new and innovative method for doctoral student training. By utilizing an integrative model of supervision within counselor education programs, supervisors could better foster counselor trainee development. As the literature and empirically supported supervision models grow within counselor education, doctoral students must be prepared to strategically assist their supervisee. Doctoral students tend to emerge into this role with little initial guidance. This model has the potential to guide new supervisors and support them while transitioning into this new role.

### References

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### Licensure News from ACA

On Thursday, June 14th licensure of clinical professional counselors in Nevada was established. While California is the only state that does not have a counseling licensure law, ACA reported in June that a licensure bill was passed by the State Assembly and is now under consideration by the State Senate.