

Supervision Pragmatics - Part 3

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The following pages include a variety of forms and suggestions to help you get started in your supervisor role. The items are listed below, along with their source.

- 1. Basic Skills Acquisition Evaluation - (Morgan, Chen & Giblin)**
(This form can be used by supervisors and students throughout the semester while observing counselor recordings. Use it to evaluate supervisee's demonstrated ability with important counseling skills)
- 2. Evaluation of Supervisor - (Campbell)**
(Evaluation form to be used by our supervisees to evaluate you)
- 3. Counseling Skills Evaluation Form - (Morgan)**
(Evaluation form that you will use to evaluate the supervisees at mid-term and final)

Basic Skills Acquisition Evaluation

Supervisor, please indicate below whether you have observed the trainee successfully employing the following skills (more than once). Keep track over the course of the semester, and then at evaluation times (midterm and final) fill in the form.

Please use the skill descriptions on the backside to guide your assessment

Basic Skills		Fall Semester		Spring Semester	
		Successful Skill Demonstration	Date / Supervisor Initials	Successful Skill Demonstration	Date / Supervisor Initials
1	Paraphrasing	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____
2	Summarizing	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____
3	Perception Checking	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____
4	Affirming	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____
5	Identifying Resources	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____
6	Pacing	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____
7	Reflecting Feelings	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____
8	Reflecting Meaning	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____
9	Focusing / Probing Questions	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____
Advanced Skills		Successful Skill Demonstration	Date / Supervisor Initials	Successful Skill Demonstration	Date / Supervisor Initials
1	Reflecting Implicit Feelings	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____
2	Identifying Patterns	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____
3	Personal Disclosure	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____
4	Giving Feedback	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____
5	Using Silence	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____
6	Challenging	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____
7	Process Comments	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____
8	Immediacy	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____	Y - <input type="checkbox"/> N - <input type="checkbox"/>	_____
Fall Supervisor Signature					
Spring Supervisor Signature					

Basic Counseling Skills

Paraphrasing: The counselor briefly restates the *content* of what the client says in his/her own words. *It is not just repeating what the client said.*

Summarizing: The counselor briefly restates an overview of what the client has discussed. Involves tracking common threads and related issues. Four types: at the beginning of a session, within a session, at the end of a session, and across sessions.

Perception Checking: Used to verify with a client that the therapist accurately understands what she/he is saying or feeling. For example, "You seem to be very hurt by what your son said, is that right?"

Affirming: The counselor makes positive comments about the client which serves to support the client and increase her/his self-esteem and sense of competency.

Identifying Resources: The counselor helps client identify their own strengths and resources for coping. May involve reframing, looking for past coping.

Pacing: The counselor mirrors the client's pattern of communication. It involves reflecting back the nonverbal and verbal qualities (pace, posture, tone, word choice, metaphors) of the client.

Reflecting Feelings: The counselor briefly describes feelings communicated by the client, perhaps more accurately than the client has articulated. The counselor must notice nonverbal expressions, listen to verbal messages and listen to the client in context. This demonstrates that the counselor understands the emotional experience of the client.

Reflecting Meaning: The counselor reflects/restates the meaning that an experience has for the client. May involve values, beliefs, aspirations. Used to demonstrate that the counselor understands the *significance* or *importance* of what the client is expressing.

Focusing / Probing Questions: The counselor uses *open-ended* questions to focus the client onto specific problems or feelings, or to help clients look more deeply into underlying features of their problems. This should not involve a question-and-answer interrogation, a series of questions, "why" questions, or closed-ended questions. A probe should be followed with empathy, not another probe. In most cases, questions should be used very sparingly.

Advanced Counseling Skills

Reflecting Implicit Feelings: The counselor reflects/suggests emotions the client hasn't explicitly stated or revealed. The counselor is sensing underlying emotions (from non-verbals, their own gut), and helps bring them to the client's awareness through tentative reflections.

Identifying Patterns: The counselor is able to identify themes/patterns in client stories, behaviors, emotions, and link these together for the client in a way that helps the client gain new understanding about him/herself, and facilitates change.

Personal Disclosure: The counselor appropriately shares meaningful experiences or facts about self that clearly benefit the client, are very brief, and which serve to deepen the relationship and facilitate client exploration of issues and solutions.

Giving Feedback: The counselor provides the client with feedback about patterns, themes, behaviors and other information (both process and content). Feedback is particularly effective in conjunction with immediacy and identifying patterns to help clients recognize relational patterns be played out in the therapeutic relationship and their impact.

Using Silence: The counselor gives the client time to reflect and/or sit with intense emotions (clients usually look away), and lets the client decide when to end the silence. If appropriate, the counselor encourages silence in session. The counselor doesn't prematurely end silence, or sit with unproductive silence (client making eye-contact, wondering what counselor is thinking).

Challenging: The counselor draws a client's attention to thoughts and behaviors that are self-defeating, evasive, unrealistic, discrepant, defensive, contradictory, etc, and the impact of those behaviors. Done in a tentative, non-judgmental and encouraging way and at an appropriate time. May be used in conjunction with identifying patterns, process comments, and immediacy.

Process Comments: The counselor comments on the process of counseling (as opposed to the content of the client's story). This shifts the focus to deeper themes, and patterns related to *how* a client is, rather than *what* a client says.

Immediacy: The counselor discusses directly and openly what is going on in the here and now between the client and counselor. This usually involves some form of appropriate counselor disclosure about feelings and thoughts related to the counselor-client relationship, and invites client to discuss and work on the relationship in session.

Counselor Evaluation of the Supervisor

Counselors, please evaluate your current supervisor based on the following items. Then make comments on the back, and sign below. Try to give feedback that will help your supervisor identify both strengths as well as areas for improvement.

	Not Observed	Not Effective	Effective	Very Effective
1. Helps create a safe environment				
2. Structures supervision sessions				
3. Provides useful feedback				
4. Encourages my active involvement				
5. Is available and accessible				
6. Encourages questions				
7. Helps me understand client dynamics				
8. Supports me				
9. Challenges me to grow				
10. Helps me look at my own issues				
11. Provides helpful suggestions				
12. Is flexible and open				
13. Is fair and respectful				
14. Helps me address ethical issues				
15. Helps me with client documentation				
16. Is multiculturally responsive				
17. Invites self-reflection / evaluation				
18. Seeks my ideas and input				
19. Helps me consider my own theory				

On a scale from 1 - 10, (1= very poor, 10=excellent), circle the number that reflects your perception of this supervisors work with you.

1 2 3 4 5 6 7 8 9 10

- On the backside, write down a couple of the things that you appreciate about your supervisor, as well as a couple of things that you would like to be different in your supervision, and any other comments that you might wish to share.

Signature: _____ Date: _____

Counseling Skills Evaluation Form

University of Wyoming, Department of Professional Studies, Counseling Program

Trainee Name: _____

Supervisor Name: _____

Semester: Fall Winter Summer Year: _____

Clinical Course: Pre-Practicum Practicum Internship Other: _____

Instructions: Rate yourself / the trainee on the items listed below. The “no-information” category should be reserved for the rare cases where there really is *no* information at all. Remember to take into account the trainee’s developmental level in considering expectations (these expectations shift over the course of training). Both the trainee and supervisor should also write comments at each evaluation, identifying strengths and growth areas, plus plans for addressing those growth areas.

Use the following scale to rate yourself / the trainee according to expectations for his/her developmental level.
N = No Information; **B** = Below Expectations; **M** = Meets Expectations

Executive Skills

		Mid-Term			Final			
1	Session Management: Puts clients at ease. New clients: establish rapport, introduce the process of counseling, explain/obtain informed consent, set up the counseling contract. All clients: ability to flow in/out of clinical material at the beginning/end of the session, maintain appropriate focus on client concerns during the session.	Trainee	N	B	M	N	B	M
		Supervisor	N	B	M	N	B	M
			Mid-Term			Final		
2	Therapeutic Relationship: Appropriate pacing. Ability to communicate to the client unconditional positive regard, genuineness, congruence. Accurately communicates an empathic emotional response. Ability to establish and maintain a relationship of trust which will facilitate counseling progress.	Trainee	N	B	M	N	B	M
		Supervisor	N	B	M	N	B	M
			Mid-Term			Final		
3	Communication Skills: Ability to reflect client content (paraphrasing–briefly restating content, summarizing–identifying patterns in clients’ statements, behaviors and experiences), reflect client feelings, and reflect meaning underlying client statements/patterns. Uses verbal and non-verbal encouragers, and effectively uses questions (open-ended, maximize client expression, limited use).	Trainee	N	B	M	N	B	M
		Supervisor	N	B	M	N	B	M
			Mid-Term			Final		
4	Intake: Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	Trainee	N	B	M	N	B	M
		Supervisor	N	B	M	N	B	M
			Mid-Term			Final		
5	Assessment: Ability to clarify the client’s presenting problem (scope, dynamics, intensity, attempted solutions, client’s view of etiology). Recognition of the unique ecosystemic factors that may impact each client’s presenting problem and ability to resolve it. Ability to elicit client strengths and resources.	Trainee	N	B	M	N	B	M
		Supervisor	N	B	M	N	B	M

		Mid-Term	Final
6	Diagnosis: Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	Trainee	N B M
		Supervisor	N B M

		Mid-Term	Final
7	Treatment Planning & Execution: Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. Sets realistic, objective therapeutic goals and uses appropriate interventions. Applies effective strategies to promote client understanding of and access to a variety of community resources. Regularly evaluates client progress and appropriately adjusts goals and interventions.	Trainee	N B M
		Supervisor	N B M

		Mid-Term	Final
8	Appropriate Use of Self: Appropriate and effective use of immediacy (in-vivo discussion with client about the therapeutic relationship, the counselor's feelings and reactions to the client), and self-disclosure. Willingness and ability to address difficult issues in session. Appropriately and effectively challenges clients.	Trainee	N B M
		Supervisor	N B M

Conceptual Skills

		Mid-Term	Final
9	Knowledge-Base: Has adequate understanding of counseling techniques, general client dynamics, information related to a variety of presenting problems, diagnostic criteria, potential interventions. Draws on knowledge-base to understand clients.	Trainee	N B M
		Supervisor	N B M

		Mid-Term	Final
10	Theoretical Orientation: Is developing a personal approach to counseling based on a sound rationale (rather than a hunt and peck approach), with sufficient flexibility to meet different client needs. Has sufficient understanding of other counseling theories to see how own approach interacts with them. Demonstrates consistency between theoretical orientation and counseling style.	Trainee	N B M
		Supervisor	N B M

		Mid-Term	Final
11	Case Conceptualization: Ability to make sense of client material. Can generate a variety of hypotheses about the etiology and possible resolution of clients' concerns. Can develop and articulate a plan for addressing client concerns based on sound counseling principles, and which is consistent with the client's worldview and the counselor's theoretical orientation.	Trainee	N B M
		Supervisor	N B M

Professional Skills

		Mid-Term	Final
12	Professional Conduct: Professional dress; punctuality (start/end sessions on time, on time to supervision, class, etc.); follows policies and procedures; presents self as a professional to others; contributes meaningfully to the clinical team through observation and feedback of others' sessions. Thoughtfully accepts other's feedback. Communicates respect for the perspectives of others by actions.	Trainee	N B M
		Supervisor	N B M

		Mid-Term	Final
13	Ethical Practice: Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	Trainee	N B M
		Supervisor	N B M

		Mid-Term	Final
14	Supervision: Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. Makes good use of individual/triadic supervision (arrives on-time, prepared), and maintains regular contact with supervisors about all clients. Consults a supervisor in all safety/risk situations. Is open to supervisory feedback and trying new things. Provides appropriate feedback to supervisors.	Trainee	N B M
		Supervisor	N B M

		Mid-Term	Final
15	Documentation: Applies current record-keeping standards related to clinical mental health counseling (all client documentation is on-time, clear, concise, and well organized. Reports, letters, and other documentation leaving the clinic are professional in style and make appropriate recommendations).	Trainee	N B M
		Supervisor	N B M

		Mid-Term	Final
16	Multicultural Competence: Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	Trainee	N B M
		Supervisor	N B M

Personal Management

		Mid-Term	Final
17	Appropriate Boundaries: Maintains appropriate personal and professional boundaries with clients and colleagues; does not use time with clients to meet own needs. Maintains appropriate boundaries in class and supervision.	Trainee	N B M
		Supervisor	N B M

		Mid-Term	Final
18	Self Awareness & Growth: Recognizes own strengths and limitations. Understands impact of own values, experiences and biases on session dynamics and case conceptualization. Willing to continue exploring how self impacts clinical work. Willing to self-confront and grow. Is not defensive about feedback. Willing to seek help for personal awareness and growth when appropriate.	Trainee	N B M
		Supervisor	N B M

		Mid-Term	Final
19	Tolerance For Vulnerability and Risk: Able to be appropriately vulnerable with clients and colleagues. Able to take risks with clients and colleagues. Is aware of and able to appropriately manage own affect in session, in class, and in supervision.	Trainee	N B M
		Supervisor	N B M

		Mid-Term	Final
20	Appropriate Self Care: Recognizes own limits and physical, emotional and spiritual needs. Seeks healthy means for meeting own personal needs. Makes self-care and holistic personal wellness a reasonable priority, both in idea and action. Seeks help from others (including personal counseling) when appropriate.	Trainee	N B M
		Supervisor	N B M

Mid-Term Comments

Trainee:

Strengths:

Growth Areas:

Supervisor:

Strengths:

Growth Areas:

Counselor-in-Training

Date

Supervisor

Date

End-of-Term Comments

Trainee:

Strengths:

Growth Areas:

Supervisor:

Strengths:

Growth Areas:

Counselor-in-Training

Date

Supervisor

Date