

Supervision of Career Counsellors and Career Development Practitioners: An Emerging Specialization

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Agenda

- Setting the Scene
- Supervision Models
- Supervision & the CDP
- Effective Supervision Tips
- Q & A
- Calls to Action

Learning Objectives

- Explore the landscape of clinical supervision in Canada
- Become familiar with three supervision models
- Learn how supervision can address competency gaps and improve client service and program outcomes for career counsellors and CDP's

Setting the Scene

Clinical Supervision

Administrative versus clinical supervision

Includes the training/development of new counsellors and the expansion of skills/competencies of credentialed practitioners

Research of supervision models/methods started in the 1970s

Formal training of supervisors (i.e., in the competencies of supervision) did not spread until the 1990s

Clinical supervision of counselling now recognized as having its own unique skill set and learning needs

Clinical Supervision

In Canada, training in supervision of counsellors is found in:

- Doctoral programs in clinical and counselling psychology
- Graduate level course work sponsored by CCPA
- Workshops and training sponsored by associations

Very little training (or literature) addresses the supervision of career counsellors or others working within career and employment services



Supervision Models

Sources: Bernard & Goodyear, 2014; Neault, Massfeller, & Pickerell, 2016

Developmental Models

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The most common in the career counselling and career development literature


Discrimination Model

Integrated Developmental Model

Life Span Developmental Model

Source: Bernard & Goodyear, 2014

Discrimination Model

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Assists supervisors in discriminating among the various choices they have while interacting with supervisees

Three roles of supervisor

Teacher

- Instruct, model, give direct feedback, and help supervisees strengthen their skills and broaden their knowledge

Counsellor


- Enhance supervisee reflectivity, identify blind spots, and focus on internal processes (e.g., work-life balance)

Consultant

- Encourage supervisee to lead the discussion and think more independently/creatively (i.e., more collegial role)

Source: Bernard & Goodyear, 2014

Discrimination Model

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Supervisors focus on supervisee's following skills:

Intervention

- What supervisee is doing in the session that is observable by supervisor, how well counselling interventions are delivered, what skills are being used, etc.


Conceptualization

- How supervisee understands what is occurring during the session, identifies patterns, or chooses interventions

Personalization

- How supervisee interfaces a personal counselling style while attempting to keep counselling uncontaminated by personal issues

Discrimination Model

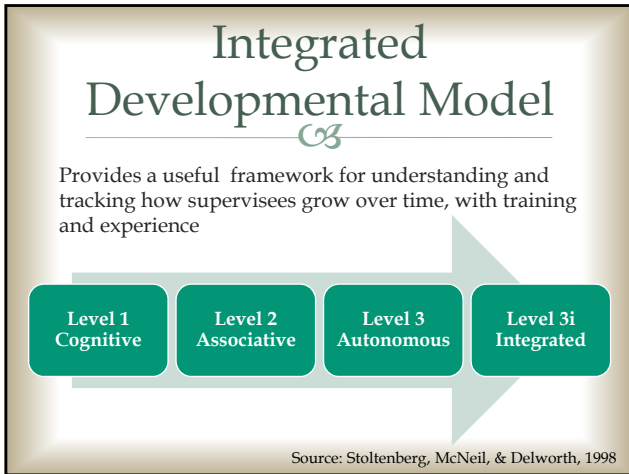
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Situation specific (i.e., the supervisor's roles and foci changes within and across sessions)

Allows for varying theoretical perspectives

Excellent for novice supervisors

Flexible and easy to adapt



Level 1

❧

Supervisees have limited training or at least limited experience in the domain in which they are being supervised, such as career counselling

- Motivation**
 - Both motivation and anxiety are high
 - Focused on acquiring new skills
 - Desire to know the “correct”/“best” approach
- Autonomy**
 - Dependant on supervisor
 - Need structure and positive feedback
 - Little direct confrontation
- Awareness**
 - High self-focus
 - Limited self-awareness
 - Apprehensive about evaluation

Level 2

❧

Supervisees are making the transition to becoming more independent

- Motivation**
 - Fluctuating
- Autonomy**
 - Conflict between autonomy and dependence, which may manifest as resistance during supervision
- Awareness**
 - Greater ability to focus on /emphasize with client
 - Balance is still an issue as confusion/enmeshment with client may occur

Level 3

❧

Supervisees are focusing on a more personalized approach to practice

- Motivation**
 - Consistent
 - Occasional doubts about effectiveness
- Autonomy**
 - Develop solid belief in one’s own professional judgment as supervisee moves into independent practice
 - Supervision tends to be collegial
- Awareness**
 - Supervisee remains focused on client, while stepping back to observe personal reactions

Level 3i



Supervisee . . .

- Integrates across domains such as intervention skills, assessment techniques, and client conceptualization
- Continues to develop a personalized approach to professional practice
- Has strong awareness of strengths and weaknesses

Lifespan Developmental Model



Includes the ways that supervisees continue to develop across their professional lifespan

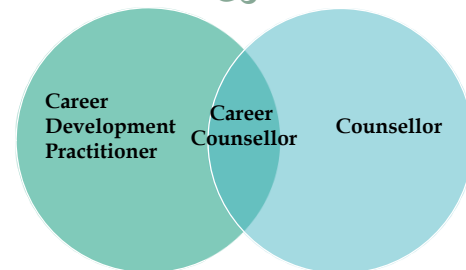


Source: Ronnestad & Skovholt, 2013



Supervision & the CDP

Career Counselling Specialization



Source: Career Counselling Specialization, Canadian Standard and Guidelines for Career Development Practitioners

Current Context



Diverse professional terminology leads to confusion

Regulation /licensing differences across jurisdictions

Limited literature applying supervision to career counselling specialty (Hall & LaCroix, 2015)

Existing literature focused on career counsellor readiness for practicum, internships, and entry-to-practice (Hall & LaCroix, 2015)

NCDA published practical toolkit for supervision (Hoppin & Goodman, 2014)

“Adopting the practice of clinical supervision by career practitioners will help in establishing career identity and recognition of the competencies.

The work of skilled and experienced career practitioners trained in the techniques of effective supervision will assure the public and employers of the ethics and value of the profession”

~ Caverley, Quresette, Shepard, & Mani, 2014, p. 568
Emerging Trends: Canadian Perspectives on Career Development Practice in the 21st Century

Supervision Challenges for Canadian CDPs



Limited pool of competent career counsellor supervisors

Tendency for non-counsellor CDPs to be in supervisory positions

Lack of career- and diversity-related training for supervisors

Logistical challenges (e.g., rural-remote communities, technology)

Source: Neault, Massfeller, & Pickerell, 2016

Tips for Effective Career Counsellor Supervision



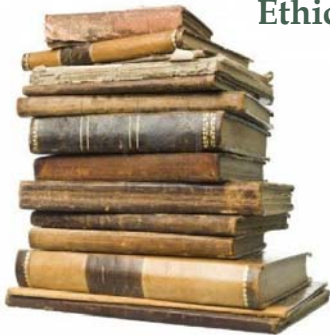
**1. Establish a
Clear Purpose
for Supervision**



**2. Access Relevant
Competency
Frameworks**



**3. Identify Applicable
Ethical Codes**



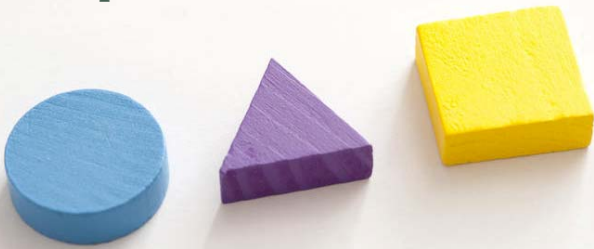
**4. Develop
Supervision Competencies**



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5. Select a Preferred Supervision Format



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6. Form an Effective Working Alliance



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7. Provide a Reflective Space

8. Support Both Process and Content



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10 Essential Elements of
Effective Career Counsellor Supervision

1. Establish a clear purpose for supervision
2. Access relevant competency frameworks
3. Identify applicable ethical codes
4. Develop supervision competencies
5. Select a preferred supervision format
6. Form an effective working alliance
7. Provide a reflective space
8. Support both process and content
9. Facilitate self-care
10. Stay current

Source: Neault, Massfeller, & Pickerell, 2016



Calls to Action



- Require supervision for licensing/registration
- Develop training to equip supervisors for career counsellors/CDFs
- Ensure robust career-related curriculum benchmarked to S&Gs (i.e., core competencies and career counselling specialization)
- Identify gaps in existing competency frameworks or training programs; fill through collaboration and shared resources

Source: Neault, Massfeller, & Pickerell, 2016

Q & A



Question & Answer



- ? What supervision processes are in place in your association and/or country?
- ? Where supervision exists, what difference has it made?
- ? What gaps remain?

Thank You!



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