

PROFESSIONAL SUPERVISION DISCLOSURE STATEMENT

Sally Supervisor, M.A., PCC

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As your Internship instructor, I am responsible for the group supervision you receive this quarter. This statement is to be used in conjunction with your syllabus, which spells out all the requirements of this course. My purpose in presenting this to you is to acquaint you with some of my goals for supervision, to provide you with an overview of the supervision process, and to outline some of the conditions under which we both must operate.

The following are my qualifications for conducting supervision. I earned my M.A. from the University of Learning, in Counseling Services. Throughout that experience I was involved in supervision. Additionally, I spent 5 years working as a clinical counselor where I maintained my own caseload and supervised two entry-level counselors.

I adhere to the Code of Ethics for the American Counseling Association, the National Board of Certified Counselors, the American School Counselor Association, and the Association for Counselor Education and Supervision, and hold you to the standards of ACA at minimum.

Clinical supervision has two goals: the development of the counseling skills of the supervisee (counselor-in-training) and the protection of the client. These are always operating simultaneously when supervision is occurring. Most of the time, it will seem that primary attention is being paid to your developing skills. When this is so, it is because a judgment has been made that your client(s) is receiving adequate counseling services. When there is any question about the adequacy of the counseling that your client(s) is receiving, supervision will become more active and, perhaps more intrusive.

My general approach to supervision is one that respects the epistemological development and learning modality of the supervisee, knowing that learning takes place when concepts are scaffolded and reinforced developmentally, moving from high structure to low structure as the supervision progresses. Moreover, I am familiar with the advantages and challenges of major counseling theories and I am committed to providing supervision in which the supervisee articulates the theoretical orientation to be learned, and I foster the supervisee's maturation within that orientation. As the setting allows, I will supervise using a variety of modalities: personal process recall, audio tape recordings, videotape, and live supervision.

You will work with two supervisors this quarter. I will be your university supervisor for individual supervision. Individual supervision will be a weekly hour-long session at our mutual convenience. All supervision sessions will be audiotaped or videotaped. In addition to individual supervision, you will participate in supervision at your internship site as well as the Internship class. The Internship class includes group supervision and will be a weekly three-hour session. Group supervision allows you to learn from your peers as well as from your supervisors. Both individual and group supervision are explained in greater detail in your syllabus.

It is your responsibility to turn in the required tapes and paperwork as identified on the syllabus. It is my responsibility to listen to the tapes and provide feedback.

Your supervisors may draw from different supervision models. You can count on the following, however: You will be encouraged to consider your thoughts, your behaviors, and your feelings as you conduct counseling sessions. As your supervisor, I will draw from the roles of teacher, consultant, and counselor to assist you in doing this. I will be developmentally appropriate (that is, the supervision will be matched to your level of experience and your relative ability). The supervision you receive will include discussions about cultural context, your own, the mine, and the client's, and how these affect the counseling and supervision relationships of which you are a part. The supervision you receive will be sensitive to your personal goals for yourself as a counselor and will be consistent with how you conceptualize client issues theoretically. You will be challenged and supported throughout supervision. You will be treated with respect.

While at times I may draw on the counselor role, it is important for you to understand that this is only to help you understand any personal reactions you may be having that are diminishing your positive effect as a counselor. The resolution of personal difficulties cannot be attained through supervision. A referral list of counseling services is available in campus publications and can also be obtained through any Department faculty member. It is not unusual for a student to seek professional counseling while working towards a counseling degree.

As outlined in the syllabus, the supervisee will be evaluated in terms of a rubric developed based on the professional skills of the supervisee. Practicum students will be held to different standards than interns, and doctoral level students will be held to the highest standards of professionalism and skill development. A copy of the evaluation form is in your Practicum Handbook. This will be used by me throughout the quarter to track your progress and give you specific, formative feedback. You will receive formal feedback sessions during the Internship. At this time, you will receive written feedback. If I have any serious concerns about your progress, I will inform you of these concerns as soon as possible, preferably at the first formal feedback session.

Because you are a student in a counselor training program, I cannot guarantee confidentiality of information gained in supervision **if** it is relevant to your overall progress in the program. ***This means that I will be in contact with all of your relevant supervisors (site supervisors, individual supervisors, and instructors) as needed to provide the most comprehensive supervision possible and to ensure your professional progress.*** I can, however, commit to honoring and respecting all information I receive in supervision about you and/or your clients and keeping all such information confidential to the degree possible. Occasionally, there are situations that occur that make confidentiality impossible. These include: 1. threats to harm self or others; 2. reasonable suspicion of abuse of a child or other vulnerable person; and 3. when ordered by the court. Confidentiality may also be broken in one's defense against a legal action before a court.

Please feel free to call me, your individual supervisor, or your site supervisor **whenever you have any concern about a client** for the duration of the internship. My cell number is 614-292-5555. For regular communications, e-mail me as identified at the top of this document. In case of emergency when I am out of town, please contact your site supervisor when appropriate.

Although it is rare, occasionally a student does not feel that he or she has received adequate supervision or a fair evaluation. If this should occur, your first step is to attempt to resolve the issue with me. If you remain dissatisfied, this course is protected by the same appeal procedure as any other course as is outlined in Department materials and the Ohio State University catalogue. If you believe I have acted unethically in any way, you may report your complaint to the State of Ohio Counselor and Social Worker Board.

Although the many parameters of the Internship course listed in this document may make the experience sound tedious or intimidating, I assure you that on the contrary this is a most exciting time in your development as a professional counselor. I look forward to working with you and to celebrating your progress as you take the next step in your goal of entering a noble profession.

Please sign, date and return one copy of this form.

Supervisor Signature

Student Signature

Date: _____

Date: _____