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ABSTRACT

This document contains a collection of ERIC Digests on supervision, a topic of critical professional importance for counselors. Following an introductory article by the guest editor, L. DiAnne Borders, "Supervision: Exploring the Effective Components," 19 digests address a different facet of supervision. The 19 digests are: (1) "Models of Clinical Supervision (George R. Leddick); (2) "Strategies and Methods of Effective Supervision" (Gordon M. Hart); (3) "Interpersonal Process Recall" (Craig S. Cashwell); (4) "The Supervisory Relationship" (Allan Dye); (5) "Supervisee Resistance" (Loretta J. Bradley and L. J. Gould); (6) "Gender Issues in Supervision" (Pamela O. Paisley); (7) "Multicultural Issues in Supervision" (Margaret L. Fong); (8) "Parallel Process in Supervision" (Marie B. Sumerel); (9) "Supervisory Evaluation and Feedback (Morag B. Colvin Harris); (10) "Ethical and Legal Dimensions of Supervision" (Janine M. Bernard); (11) "The Good Supervisor" (L. DiAnne Borders); (12) "Fostering Counselors' Development in Group Supervision" (Pamela O. Werstlein); (13) "Peer Consultation as a Form of Supervision" (James M. Benshoff); (14) "Supervision of School Counselors) (Patricia Henderson); (15) "Supervision of Marriage and Family Counselors" (Annette Petro Cryder, Donald L. Bubenzer, and John D. West); (16) "Clinical Supervision in Addictions Counseling: Special Challenges and Solutions" (Gerald A. Juhnke and John R. Culbreth); (17) "Administrative Skills in Counseling Supervision" (Patricia Henderson); (18) "Use of Technology in Counselor Supervision" (Jack A. Casey, John W. Bloom, and Eugene R. Moan); and (19) "Counselling Supervision: International Perspectives" (Michael F. Carroll). Following the collection of digests, the second section, "Significant Resources on Supervision: Targeted ERIC/CASS Searches," contains a separate ERIC search for each of the areas covered by the digests in section 1; the searches contain 6-12 citations. Section 3 contains information about additional ERIC/CASS resources in counseling and how to obtain them. Section 4, "ERIC/CASS Resource Pack," explains how to use and contribute to the ERIC system. (NB)

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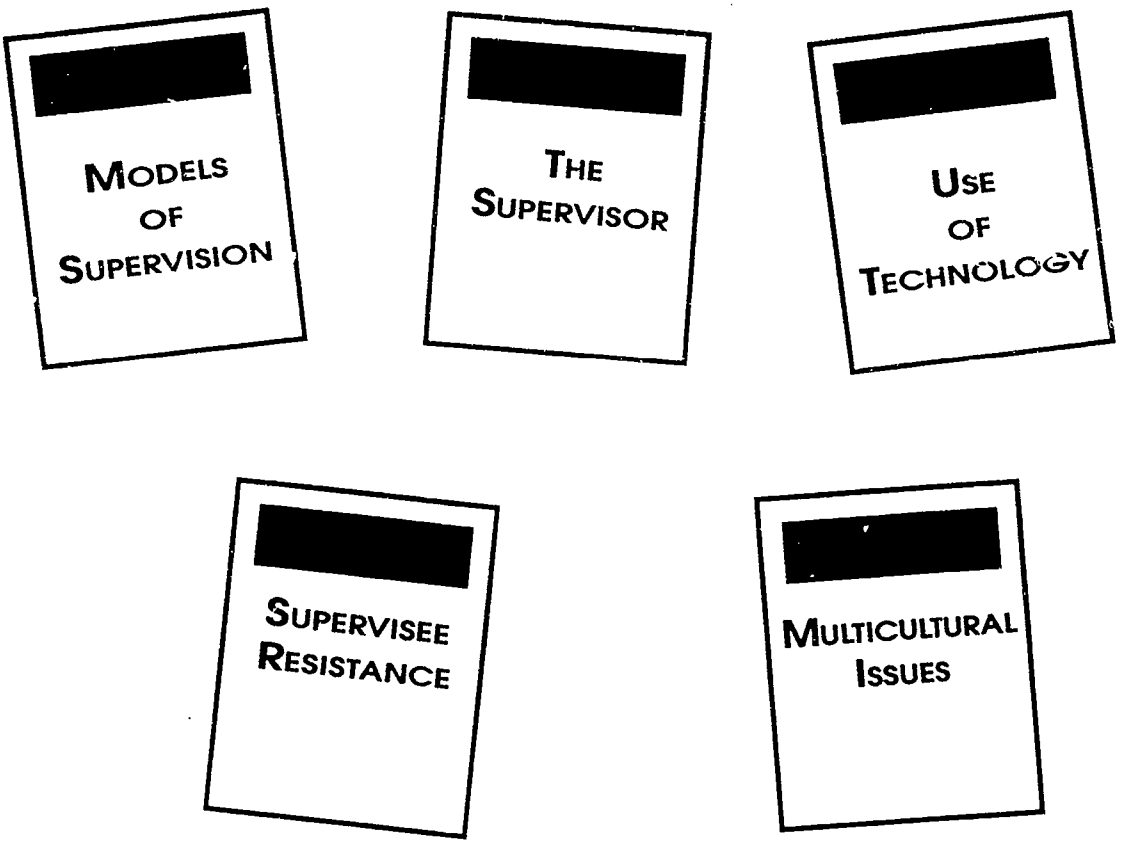
SUPERVISION

EXPLORING THE EFFECTIVE COMPONENTS



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SUPERVISION

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SUPERVISION DIGEST SERIES

Exploring the Effective Components

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PREFACE

Between these covers is a part of history. This is the first time in ERIC that there has been a planned effort to produce a series of Digests on a topic of critical professional importance where each Digest explores a different facet of the topic. Our goal was to produce a resource of multiple uses - professional self-renewal, classroom instruction, or in-service training programs.

Digests have become the Educational Resources Information Center - ERIC's most frequently used resource. Unlike ERIC documents, they are available in full text online (EDO) on CD-ROM, e.g., Silver Platter, or via Internet. What is said in a Digest is literally heard (or read) around the world.

To introduce this new concept in Digest development, we made two important decisions. First, we needed a topic of compelling interest in counseling that lent itself to dissection into highly targeted separate Digests. We chose supervision because of the interest being shown in it in all aspects of counselor development, pre- and in-service, and as a topic of personal professional renewal. Also, we adjudged that there were persons writing on supervision who were knowledgeable and capable writers. Secondly, perhaps most importantly, we needed to identify a guest editor who could conceptually develop the topic and recruit persons who could write on different aspects of supervision with substance and flair. Additionally, the guest editor had to be a kind of literary sergeant who would see that everyone followed the plan and was on time. We chose wisely. Dr. Borders was an outstanding guest editor. Her choice of topics and writers was first-rate as was her editing. We are indebted to her for a superb job.

This volume consists of four major sections. The first section contains 19 different Digests. The second section provides a separate ERIC search for each of the areas covered by the Digests. The third section contains information about additional ERIC/CASS resources on counseling and how to obtain them. The fourth section offers the ERIC/CASS Resource Pack which explains how to use and contribute to the ERIC system. This will provide the user with invaluable backup resources for pursuing a topic in greater depth.

The first of the ERIC/CASS Digest Series was a team effort. In addition to the superior work of the writers and the editor was the invaluable help provided by Sandy Ritter and Chester Robinson in editorial assistance, by Linda Favreau in typing and manuscript preparation (all graduate students at UNCG) and Davida Sharpe for completing the seraches - an intern with us from North Carolina A&T State University Graduate Program. New Digest Series are in preparation as we write. Please call or write for up-to-date information.

We earnestly hope you find this to be a useful resource. We welcome your comments.

Garry R. Walz, Ph.D., NCC
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ERIC CLEARINGHOUSE ON Counseling And Student Services

ERIC DIGEST

April 1994

Introduction to *Supervision: Exploring the Effective Components*

L. DiAnne Borders

When I completed my dissertation study in 1984, a thorough review of the literature was a fairly easy task, as the conceptual and empirical writings on counseling supervision were limited. My review, however, included two articles proposing innovative models that described a developmental sequence of supervision experiences needed across the counselor's professional lifespan. These two developmental models of supervision (i.e., Loganbill, Hardy, & Delworth, 1982; Stoltenberg, 1981) subsequently spurred a rebirth of interest in the field and led to an explosion of research and writings about supervision in the United States and abroad. Today, even though a number of important questions remain unanswered, we now have a wealth of information about the conduct of effective supervision.

The timing of this supervision digest series seems most appropriate, as there is much to be learned from the past twelve or so years of supervision writings. Summarizing such a voluminous body of literature is a difficult task, particularly in a digest format. I believe the reader will find, however, that the digest authors have successfully described the state of the art in each supervision area. In addition, each has pointed the way for the next twelve years, identifying emerging trends and key issues needing to be addressed. Collectively, the supervision digests may provide an impetus for the next advancements in the field.

In terms of the specific content of the supervision digests, an overview of basic components of the supervision enterprise are first. Components discussed by the authors include models of supervision, supervision strategies (including an expanded focus on IPR), a variety of relationship dynamics (i.e., supervisee resistance, gender and multi-cultural issues, parallel process), feedback and evaluation, ethical and legal issues, and the supervisor. Two authors then describe particular formats of supervision, group supervision and peer consultation. Several writers next address unique supervision issues in a specific work setting (i.e., schools) and counseling specialty areas (i.e., marriage and family counseling, substance abuse counseling). Finally, three authors address the specialized topics of administrative aspects of a supervisor's role, innovative uses of technology in supervision, and the status of supervision outside the US.

Caveats

A few caveats are necessary. First, despite the number of digests included, the series could not cover every relevant topic. For example, several representative digests address supervision issues specific to a particular work setting or counseling issue (i.e., schools, substance abuse, marriage and family). Counselors, however, work in a myriad of other work settings, with clients who present concerns on a wide continuum from normal developmental issues to pathology. Thus, the digest series cannot be considered inclusive of all the supervision being provided (or needed) by counselors. Second, not every critical point could be included within a digest. Editing and deleting often were painful; readers are urged to consult references listed in each digest for further information about each topic.

Definition of Counseling Supervision

Perhaps surprisingly, I believe it is important - if not necesary - to provide a definition of the focus of the digest series. Supervision is often equated with case staffings or, as a doctoral student recently noted, "a series of case conferences." And, as Bernard and Goodyear (1992) indicated, supervision is often confused with training, counseling, and consultation. Supervision, however, is all of these things integrated into a unique professional role in which

An intervention is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to the clients she, he, or they see(s), and serving as a gatekeeper for those who are to enter the particular profession. (Bernard & Goodyear, 1992, p. 4)

Supervision, then, is focused on educating the counselor rather than treating the client. It may be focused on developing a counselor's therapeutic skills, ability to conceptualize a client, professional behaviors and attitudes, or self-awareness about how one's personal traits

and issues may affect counseling performance. It may involve a role play, videotape review, skill practice, or modeling. It may be structured or open-ended, directive or collaborative, confrontive or supportive, depending on the learning needs, learning style, and personality of the counselor. Whatever the particular format or focus of a session, it is intentional, purposeful, crafted, and hard work for the supervisor and supervisee. It also may be the lifeblood for a counselor's growth and job satisfaction.

The importance of supervision in the counseling field cannot be overstated. Perhaps of most relevance to this digest series, it is clear that supervision is a pivotal learning experience for counselors, for both students in training programs and practitioners in the field. In fact, there is some evidence that only supervised counseling experience (vs. unsupervised experience) contributes to counselor growth (e.g., Wiley & Ray, 1986). It also is clear that the role of supervision in our profession is becoming even more critical, given the increasing numbers of licensure bills that require post-degree supervision. Moreover, state licensure boards (along with members of our profession) increasingly are recognizing the importance of supervision by qualified supervisors with specialized training and supervised experience in counseling supervision (e.g., Borders & Cashwell, 1992).

Supervision Interest Network Projects

This digest series should be considered in the context of projects of the Supervision Interest Network of the Association for Counselor Education and Supervision (ACES). Over the last ten years, the Network (with ACES support) has sponsored a number of products designed to enhance the field of counseling supervision, including handbooks of counseling (Borders & Leddick, 1987) and administrative supervision (Falvey, 1987), standards of practice (Dye & Borders, 1990; ACES Supervision Interest Network, 1993), and training guidelines (Borders, Bernard, Dye, Fong, Henderson, & Nance, 1991). The digest series builds on these projects in an important way, both updating and expanding previous work. It is hoped that this supervision series will be used as a basis for supervisor training programs in academic and work settings.

Acknowledgements

Every author should receive a standing ovation for producing their digests within a very limited timeframe. Each enthusiastically accepted the invitation to write on a particular topic and then delivered on their promises. I am most grateful for their interest, support, and expertise, and am pleased to have worked with such an esteemed group of writers.

Finally, Dr. Garry Walz deserves particular appreciation for proposing this series, helping develop the digests, and then adding the final product to the fine collection of ERIC/CASS counseling materials.

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ERIC DIGEST

April 1994

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Models of Clinical Supervision

George R. Leddick

Overview

Clinical supervision is the construction of individualized learning plans for supervisees working with clients. The systematic manner in which supervision is applied is called a "model." Both the Standards for Supervision (1990) and the Curriculum Guide for Counseling Supervision (Borders et al., 1991) identify knowledge of models as fundamental to ethical practice.

Supervision routines, beliefs, and practices began emerging as soon as therapists wished to train others (Leddick & Bernard, 1980). The focus of early training, however, was on the efficacy of the particular theory (e.g. behavioral, psychodynamic, or client-centered therapy). Supervision norms were typically conveyed indirectly during the rituals of an apprenticeship. As supervision became more purposeful, three types of models emerged. These were: (1) developmental models, (2) integrated models, and (3) orientation-specific models.

Developmental Models

Underlying developmental models of supervision is the notion that we each are continuously growing, in fits and starts, in growth spurts and patterns. In combining our experience and hereditary predispositions we develop strengths and growth areas. The object is to maximize and identify growth needed for the future. Thus, it is typical to be continuously identifying new areas of growth in a life-long learning process. Worthington (1987) reviewed developmental supervision models and noted patterns. Studies revealed the behavior of supervisors changed as supervisees gained experience, and the supervisory relationship also changed. There appeared to be a scientific basis for developmental trends and patterns in supervision.

Stoltenberg and Delworth (1987) described a developmental model with three levels of supervisees: beginning, intermediate, and advanced. Within each level the authors noted a trend to begin in a rigid, shallow, imitative way and move toward more competence, self-assurance, and self-reliance for each level. Particular attention is paid to (1) self-and-other awareness, (2) motivation, and (3) autonomy. For example, typical development in beginning supervisees would find them relatively dependent on the supervisor to diagnose clients and establish plans for therapy. Intermediate supervisees would depend on supervisors for an understanding of difficult clients, but would chafe at suggestions about others. Resistance, avoidance, or conflict is typical of this stage, because supervisee self-concept is easily threatened. Advanced supervisees function independently, seek consultation when appropriate, and feel responsible for their correct and incorrect decisions.

Once you understand that these levels each include three processes (awareness, motivation, autonomy), Stoltenberg and Delworth (1987) then highlight content of eight growth areas for each supervisee. The eight areas are: intervention, skills competence, assessment techniques, interpersonal assessment, client conceptualization, individual differences, theoretical orientation, treatment goals and plans, and professional ethics. Helping supervisees identify their own strengths and growth areas enables them to be responsible for their life-long development as both therapists and supervisors.

Integrated Models

Because many therapists view themselves as "eclectic," integrating several theories into a consistent practice, some models of supervision were designed to be employed with multiple therapeutic orientations. Bernard's (Bernard & Goodyear, 1992) Discrimination Model purports to be "a-theoretical." It combines an attention to three supervisory roles with three areas of focus. Supervisors might take on a role of "teacher" when they directly lecture, instruct, and inform the supervisee. Supervisors may act as counselors when they assist supervisees in noticing their own "blind spots" or the manner in which they are unconsciously "hooked" by a client's issue. When supervisors relate as colleagues during co-therapy they might act in a "consultant" role. Each of the three roles is task-specific for the purpose of identifying issues in supervision. Supervisors must be sensitive toward an unethical reliance on dual relationships. For example, the purpose of adopting a "counselor" role in supervision is the identification of unresolved issues clouding a therapeutic relationship. If these issues require ongoing counseling, supervisees should pursue that work with their own therapists.

The Discrimination Model also highlights three areas of focus for skill building: process, conceptualization, and personalization. "Process" issues examine how communication is conveyed. For example, is the supervisee reflecting the client's emotion, did the supervisee reframe the situation, could the use of paradox help the client be less resistant? Conceptualization issues include how well supervisees can explain their application of a specific theory to a particular case — how well they see the big picture — as well as what reasons supervisees

may have for what to do next. Personalization issues pertain to counselors' use of their persons in therapy, in order that all involved are nondefensively present in the relationship. For example, my usual body language might be intimidating to some clients, or you might not notice your client is physically attracted to you.

The Discrimination Model is primarily a training model. It assumes each of us now have habits of attending to some roles and issues mentioned above. When you identify your customary practice, you can then remind yourself of the other two categories. In this way, you choose interventions geared to the needs of the supervisee instead of your own preferences and learning style.

Orientation-Specific Models

Counselors who adopt a particular brand of therapy (e.g. Adlerian, solution-focused, behavioral, etc.) oftentimes believe that the best "supervision" is analysis of practice for true adherence to the therapy. The situation is analogous to the sports enthusiast who believes the best future coach would be a person who excelled in the same sport at the high school, college, and professional levels. Ekstein and Wallerstein (cited in Leddick & Bernard, 1980) described psychoanalytic supervision as occurring in stages. During the opening stages the supervisee and supervisor eye each other for signs of expertise and weakness. This leads to each person attributing a degree of influence or authority to the other. The mid-stage is characterized by conflict, defensiveness, avoiding, or attacking. Resolution leads to a "working" stage for supervision. The last stage is characterized by a more silent supervisor encouraging supervisees in their tendency toward independence.

Behavioral supervision views client problems as learning problems; therefore it requires two skills: 1) identification of the problem, and (2) selection of the appropriate learning technique (Leddick & Bernard, 1980). Supervisees can participate as co-therapists to maximize modeling and increase the proximity of reinforcement. Supervisees also can engage in behavioral rehearsal prior to working with clients.

Carl Rogers (cited in Leddick & Bernard, 1980) outlined a program of graduated experiences for supervision in client-centered therapy. Group therapy and a practicum were the core of these experiences. The most important aspect of supervision was modeling of the necessary and sufficient conditions of empathy, genuineness, and unconditional positive regard.

Systemic therapists (McDaniel, Weber, & McKeever, 1983) argue that supervision should be therapy-based and theoretically consistent. Therefore, if counseling is structural, supervision should provide clear boundaries between supervisor and therapist. Strategic supervisors could first manipulate supervisees to change their behavior, then once behavior is altered, initiate discussions aimed at supervisee insight.

Bernard and Goodyear (1992) summarized advantages and disadvantages of psychotherapy-based supervision models. When the supervisee and supervisor share the same orientation, modeling is maximized as the supervisor teaches – and theory is more integrated into training. When orientations clash, conflict or parallel process issues may predominate.

Summary

Are the major models of supervision mutually exclusive, or do they share common ground? Models attend systematically to: a safe supervisory relationship, task-directed structure, methods addressing a variety of learning styles, multiple supervisory roles, and communication skills enhancing listening, analyzing, and elaboration. As with any model, your own personal model of supervision will continue to grow, change, and transform as you gain experience and insight.

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ERIC CLEARINGHOUSE ON Counseling And Student Services

ERIC DIGEST

April 1994

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Strategies and Methods of Effective Supervision

Gordon M. Hart

A variety of strategies and methods are available to supervisors for use with counselors whom they supervise. This summary is designed to acquaint supervisors with techniques for enhancing the counseling behavior of their supervisees while also considering individual learning characteristics as depicted by the supervisee's developmental level.

To improve a supervisee's skills in working with clients, some form of assessment must be done while counseling is taking place (rather than with clients who have terminated). Using strategies that examine a supervisee's counseling behavior with current clients allows a supervisor to correct any error in assessment, diagnosis, or treatment of the client, and thus increases the probability of a successful outcome.

Methods of Improving Clinical (Counseling) Competence

Whether the supervisor's purpose is to improve a supervisee's skills or to ensure accuracy, actual counselor-client interaction must be examined (Hart, 1982). Although the traditional method of counselor self-report is often used, this form of data-gathering is notoriously inaccurate. The more reliable forms of data-gathering are review of a client's case history; review of results of current psychodiagnostic testing, including a structured interview (such as a mental status exam); and, particularly, examination of the counselor-client sessions via methods such as audiotape, videotape, and observation through a one-way mirror or sitting in the sessions (Borders & Leddick, 1987).

Of the methods for reviewing counselor-client sessions, the use of live supervision (observation via television or one-way mirror) provides an opportunity to give a supervisee immediate corrective feedback about a particular counseling technique and to see how well the counselor can carry out a suggested strategy. Live supervision is effective for learning new techniques, learning new modalities (e.g., family counseling), and gaining skills with types of clients with whom the counselor is unfamiliar (West, Bubenzer, Pinsoneault, & Holeman, 1993). A live supervision strategy can be supplemented by review of a session immediately following the session or delayed a day or more.

Supervision conducted immediately following a counseling session or delayed a day or two could use an audiotape or videotape of the counseling session or use non-recorded observation through a one-way mirror or television system. Supervisors are advised to review audio or videotapes of a supervisee's counseling session prior to the supervision session in order to plan a strategy of intervention. The supervisee also should review the tape to prepare questions and discussion topics.

In immediate and delayed supervision sessions, the supervisor should focus on what the supervisee wanted to do with the client, what he/she said or did, and what he/she would like to do in future counseling sessions. Regardless of when the review of the counseling session is conducted (live, immediate, or delayed), the supervisor will have examined an actual work sample of the supervisee and no longer must rely solely on self-report. This examination is likely to aid in the supervisor's credibility in reporting on a supervisee's competence to school or agency administrators regarding retention or promotion, to state licensing officials, or to courts, should that be necessary.

Developmental Considerations

Although group and peer supervision are powerful approaches (Hart, 1982), individual supervision is likely to be the main form of reviewing supervisee performance (Bernard & Goodyear, 1992). When using individual supervision, a supervisor must consider most carefully the developmental level of the supervisee (Stoltenberg & Delworth, 1987). Specifically, how skilled is the supervisee in general and specifically with the type of client in question, how anxious is the supervisee when reviewing his/her work, and what is the supervisee's learning style? Although these factors may vary somewhat independently, it is likely that less skilled counselors will be somewhat anxious. Additionally, developmental level has been conceptualized as cognitive or conceptual level and has been associated with challenging a supervisee to grasp increasingly more sophisticated concepts.

With novice supervisees, a high degree of support and a low amount of challenge or confrontation is advisable (Howard, Nance, & Myers, 1986). When learning style is considered, a micro-training approach focusing on specific skills might be used, demonstrated by the supervisor, and then practiced in the supervision session by the supervisee in a role-play. However, some novice or anxious supervisees learn best by a macro approach; that is, having a clear overview of the goals of the session, expected role of the counselor, client typology, and specific client characteristics such as race, gender, culture, socioeconomic status, family background, and personal-

ity characteristics. For these supervisees, use of written case study materials or an IPR (Interpersonal Process Recall) approach (Kagan 1980) might be better than a micro-training approach.

With more competent supervisees, the focus may be placed on more advanced skills or on more complex client issues. Either a micro or macro approach may be used. Using videotape is suggested for these supervisees, as they are more likely to be able to assimilate the larger amount of data provided by videotape compared to that provided by audiotapes, which are suggested for use with less competent supervisees.

With more skilled and more confident supervisees, exploration of issues usually found to be threatening also may be examined. Such issues include relationship of theoretical orientation to technique employed, personal style, counselor feelings about the client, and learning new and innovative techniques or modalities (individual, group, or family counseling).

Developmentally, a supervisor should expect that supervisees progress to more independent functioning whereby supervisees pick the clients and client issues which they wish to review as well as the personal issues or client dynamics they wish to examine. Audio or videotape segments can be selected for review rather than listening to entire tapes. At this more advanced stage of supervision, the supervisor may feel more like a colleague or a consultant than a teacher, which allows the supervisor to share more examples of his/her own counseling experience conveyed either through self report or via audiotapes (Hart, 1982). With more skilled and confident supervisees, collaboration such as co-leading a group or co-counseling with a family can be conducted. Although such collaboration strategies have been advocated for novice counselors, maximum benefit more likely may be achieved by supervisees who are more confident in their skills and who have developed basic skills sufficiently to be able to perceive and learn the complex skills that a supervisor is likely to use when working with a group or family.

Summary

Supervision for the clinical/counseling functions of counselo in schools and agencies should focus on actual work samples. U a micro-training versus a more macro approach should depen what works best for a particular supervisee, along with t supervisee's level of skill and confidence.

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ERIC CLEARINGHOUSE ON Counseling And Student Services

ERIC DIGEST

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Interpersonal Process Recall

Craig S. Cashwell

Overview

Some recent models of counseling supervision have tended to be task oriented, emphasizing such competencies as case conceptualization and the attending skills of the counselor. However, attention is also needed to increase counselor self-awareness regarding the therapeutic relationship. Interpersonal Process Recall (IPR) is a supervision strategy developed by Norman Kagan and colleagues that empowers counselors to understand and act upon perceptions to which they may otherwise not attend. The goals of IPR are to increase counselor awareness of covert thoughts and feelings of client and self, practice expressing covert thoughts and feelings in the here and now without negative consequences, and, consequently, to deepen the counselor/client relationship.

Discussion

IPR is built around the notion that counselors' selective perceptions of surface issues block their therapeutic efforts more than any other variable (Bernard, 1989). IPR is based on two elements of human behavior: that people need each other and that people learn to fear each other. Kagan (1980) proposed that people can be the greatest source of joy for one another. However, because a person's earliest imprinted experiences are as a small being in a large person's world, inexplicit feelings of fear and helplessness may persist throughout one's life. These fears are most often unlabeled and uncommunicated. This combination of needing but fearing others results in an approach-avoidance syndrome as persons search for a "safe" psychological distance from others. As a result, people often behave diplomatically.

Kagan (1980) believed the "diplomatic" behavior of counselors is expressed in two ways: "feigning of clinical naivete" and tuning out client messages. Feigning clinical naivete, most often an indicant that counselors are unwilling to become involved with clients at a certain level, occurs when counselors act as if they did not understand the meaning behind client statements. Tuning out occurs most often among inexperienced counselors who are engrossed in their own thought process, trying to decide what to do next. The result is that the counselor misses messages from the client, some of which may seem obvious to the supervisor. Thus, a wealth of material in counseling sessions are acknowledged by neither the client nor the counselor. Interactions occur on many levels, but clients and counselors label only a limited range of these interactions (Kagan, 1980). IPR is designed to help counselors become more attuned to dynamics of the counselor/client relationship that they may be missing due to their tendency toward diplomatic behavior.

In IPR, counselors (and sometimes clients) reexperience the counseling session via videotape or audiotape in a supervision session that can be characterized by a supportive and nonthreatening environment. The supervisor functions as a consultant, taking on the role of inquirer during the IPR session. Because the supervisee is considered to be the highest authority about the experiences in the counseling session, the inquirer does not attempt to teach the counselor or ask leading questions (Bernard, 1989), but rather adopts a learning-by-discovery philosophy and functions in an assertive and even confrontive, but nonjudgemental, capacity (Kagan, 1980).

Steps in Conducting IPR

IPR is most often conducted with the counselor alone, but in some instances the inquirer may meet with the counselor and his/her client or with the client alone. Mutual recall sessions often help counselors learn to communicate with clients about the here-and-now of their interaction for future counseling sessions.

The following steps are intended as a guideline for conducting a recall session:

- Review the tape (audio or video) prior to the supervision session. As it is not typically possible to review the entire tape during the recall session, it is important to preselect sections of tape that are the most interpersonally weighted (Bernard & Goodyear, 1992). If it is not possible to preview the tape, ask the supervisee to preselect a section of tape for the recall session.
- Introduce the recall session to the supervisee and create a nonthreatening environment, emphasizing that there is more material in any counseling session than a counselor can possibly attend to, and that the purpose of the session is to reflect on thoughts and feelings of the client and the counselor during the session that will be reviewed.

- Begin playing the tape; at appropriate points, either person stops the tape and ask a relevant lead (see below) to influence the discovery process. If the supervisee stops the tape, he/she will speak first about thoughts or feelings that were occurring at that time in the counseling session. The supervisor facilitates the discovery process by asking relevant open-ended questions (see below). During thisperiod of inquiry, attend to supervisee's nonverbal responses and process any incongruence between nonverbal and verbal responses.

- During the recall session, do not adopt a teaching style and teach the supervisee about what they could have done differently. Rather, allow the supervisee to explore thoughts and feelings to some resolution (Bernard & Goodyear, 1992). This is often more difficult than it seems.

Recommended Inquirer Leads

Questions can be worded to enhance supervisees' awareness of their blind spots at their own level of readiness and capability (Borders & Leddick, 1987)(e.g., focus on client nonverbals versus counselor's internal reaction to the client). To further an understanding of the inquirer role, the following inquirer leads are provided from various sources (Bernard & Goodyear, 1992; Borders & Leddick, 1987; Kagan, 1980):

- What do you wish you had said to him/her?
- How do you think he/she would have reacted if you had said that?
- What would have been the risk in saying what you wanted to say?
- If you had the chance now, how might you tell him/her what you are thinking and feeling?
- Were there any other thoughts going through your mind?
- How did you want the other person to perceive you?
- Were those feelings located physically in some part of your body?
- Were you aware of any feelings? Does that feeling have any special meaning for you?
- What did you want him/her to tell you?
- What do you think he/she wanted from you?
- Did he/she remind you of anyone in your life?

Conclusion

IPR, then, provides supervisees with a safe place to examine internal reactions through reexperiencing the encounter with the client in a process recall supervision session. IPR also has been shown to be useful in supervisor-supervisee relationships (Bernard, 1989), group supervision (Gimmestad and Greenwood, 1974), and peer supervision (Kagan, 1980).

Research has consistently supported the use of IPR as an effective medium for supervision. For example, Kagan and Krathwohl (1967) and Kingdon (1975) found that clients of counselors being supervised with an IPR format fared better than clients of counselors supervised by other methods. The model has been demonstrated to be effective with experienced counselors, entry-level counselors and paraprofessionals (Bernard, 1989). It is possible, however, to magnify the interpersonal dynamics between the counselor and client to the point of distortion (Bernard and Goodyear, 1992). Thus, IPR is not recommended as the sole approach to supervision. Used effectively and in conjunction with other supervision approaches, IPR provides counselors with the opportunity to confront their interpersonal fears, understand complex counselor/client dynamics, and maximize the interpersonal encounter with their clients (Kagan, 1980).

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ERIC CLEARINGHOUSE ON Counseling And Student Services

ERIC DIGEST

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THE SUPERVISORY RELATIONSHIP

Allan Dye

Overview

All conversation about supervision contains messages, implicit if not explicit, about the supervisory relationship. Those who perform supervision are necessarily in contact with those whom they supervise; some sort of relationship exists. In its broadest sense the term "relationship" refers merely to the manner in which the supervisor and counselor are connected as they work together to meet their goals, some of which are common and some of which are idiosyncratic. Within the context of particular supervisory orientations, however, the nature and function of the relationship must be defined in specific terms.

This Digest reviews perspectives on the supervisory relationship which have been described in the recent supervision literature. For purposes of organizational clarity, three dimensions will be addressed: the relative importance of the relationship within the total supervision process; variables which influence the relationship; and how the relationship differs when working with experienced versus inexperienced counselors.

Members of the Association for Counselor Education and Supervision (ACES) rated supervisor personal traits and qualities and facilitating skills as more important than conceptual skills, intervention skills, management skills, and knowledge of program management and supervision. Respondents rejected the notion that these traits and qualities cannot be taught, that they are the products of life-long socialization (Dye, 1987). These results suggest that the ability to form and sustain relationships is more important than certain knowledge and skill factors, and that effective supervisory behaviors can be learned.

Current descriptions of counseling supervision invariably include discussion of the supervisor-counselor relationship, and the means by which the individuals communicate, manage the process of reciprocal influence, affiliate, make decisions, and accomplish their respective tasks. However, the relative importance of the relationship and the role it plays varies according to supervisory orientation. For some, the relationship is the *sine qua non* of supervision (Freeman, 1992) while for others it is a necessary but less-than-defining variable (Linehan, Ch. 13, and Wessler & Ellis, Ch. 14, both in Hess, 1980). Thus, while the nature and function of the relationship differ according to several variables, which are discussed below, recent supervision literature usually includes explicit attention to this vital process.

The supervisory relationship is subject to influence by personal characteristics of the participants and by a great many demographic variables. Several major sources of influence, some static and others dynamic in nature, have been identified and discussed in reviews of the supervision literature. Among static factors receiving prominent attention are gender and sex role attitudes, supervisor's style, age, race and ethnicity, and personality characteristics (Borders & Leddick, 1987; Leddick & Dye, 1987). Dynamic sources are those which may exist at only certain stages of the relationship or which are always present but in varying degrees or forms, such as process variables (stages: beginning vs. advanced; long term vs. time limited); and relationship dynamics (resistance, power, intimacy, parallel process, and the like) (Borders et al., 1991). Conflict, the nature and magnitude of which is likely to change across time, can have a significant influence upon the relationship. Bernard and Goodyear (1992) pointed out that conflict occurs in all relationships, and in the supervisory relationship, specifically, some common origins are the power differential between the parties, differences relative to the appropriateness of technique, the amount of direction and praise, and willingness to resolve differences. These influences can be moderated to some extent by mutual respect. Because of the greater power inherent in the role, the supervisor should take the lead in modeling this attitude if it is to be attained by both parties (Bernard & Goodyear, 1992).

Citing their own and others' research, Ronnestad and Skovholt (1993) presented an extensive description of effective supervision of the beginning and advanced graduate students. They concluded that "There is reasonable validity to the perspective that what is good supervision depends on the developmental level of the candidate" (1993, p. 396). Supervisors of beginning students should provide high levels of encouragement, support, feedback, and structure. They explained carefully that the relationship with advanced students is typically more complex because students at this stage tend to vacillate between feeling professionally insecure and professionally competent. The supervisor should take responsibility for creating, maintaining, and monitoring the relationship which serves to provide structure and a mediating role while students are in turmoil (Ronnestad & Skovholt, 1993). Thus, supervisors of inexperienced counselors serve in a well-defined role as patient teachers; there is an emphasis upon structure and instruction. As students acquire experience, the need for instruction

diminishes, and it is the supervisory relationship which provides a supportive context as advanced students assess and reassess their professional competencies and personal qualifications.

Two additional sources of dynamic influence on the supervisory relationship have been identified by Olk and Friedlander as role ambiguity and role conflict (1993). Role ambiguity is defined as uncertainty about supervisory expectations and methods of evaluation, while role conflict refers to expectations associated with the role of student in contrast with the role of counselor and colleague. Olk and Friedlander found that role ambiguity was more prevalent across training levels than role conflict, but that the effects diminished as the student gained counseling experience. Role conflict, however, seems to be more prevalent among those with more experience. They suggested that supervisors remain alert for signs of such conflict, and that teaching explicitly about roles and expectations may minimize threats to the supervisory relationship (Olk & Friedlander, 1993). These results relative to implications for the relationship as a consequence of learning stage are consistent with those of Ronnestad and Skovholt (1993), described above.

Final Notes

1. The body of literature on the subject of counseling supervision, including the supervisory relationship, has grown rapidly during recent years.
2. Instructional materials for teaching supervision methods and processes are available.
3. Knowledge of the supervisory relationship and competencies in establishing and maintaining effective relationships can be acquired through a combination of didactic, laboratory, and practical experience.
4. The supervisory relationship is an integral component in virtually all supervision orientations, though important differences exist in quality and function.
5. The definition of an appropriate and effective supervisory relationship varies according to several identifiable fixed (static) and changeable (dynamic) variables. The relationship should be structured accordingly with the knowledge and consent of both supervisor and counselor.

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ERIC CLEARINGHOUSE ON Counseling And Student Services

ERIC DIGEST

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Supervisee Resistance

Loretta J. Bradley and L.J. Gould

Supervisee Resistance

Implicit in the definition of supervision is an ongoing relationship between supervisor and supervisee; the supervisee's acquisition of professional role identity; and, the supervisor's evaluation of the supervisee's performance (Bernard & Goodyear, 1992; Bradley, 1989). Although the goal of helping the supervisee develop into an effective counselor may appear simple, it can be ananxiety-provoking experience. Supervision-induced anxiety causes supervisees to respond in a variety of ways, with some of the responses being defensive. It is these defensive behaviors, which serve the purpose of reducing anxiety, that are referred to as resistance.

Although the purpose of this Digest is to describe supervisee resistance and identify ways to counteract it, we want to stress that supervisee resistance is common. While resistance can be disruptive and annoying, the supervisor must keep in mind that resistance is not synonymous with "bad person" or "bad behavior." Instead, resistance occurs because of the dynamics of the supervision process and, in fact, can be an appropriate response to supervision (e.g., supervisor conducting therapy instead of supervision). In other instances, resistance is a response to anxiety whereby it becomes the supervisor's role to deal with anxiety so that the need for resistance will be reduced or perhaps eliminated.

Resistant Behaviors

Purposes/Goals

Supervisee resistance, consisting of verbal and nonverbal behaviors, is the supervisee's overt response to changes in the supervision process. Liddle (1986) concluded that the primary goal of resistant behavior is self-protection in which the supervisee guards against some perceived threat. One common threat is fear of inadequacy; although supervisees want to succeed, there is a prevalent concern of not "measuring up" to the supervisor's standards. Other supervisee resistance occurs because supervision is required. Supervisees may not accept the legitimacy of supervision because they perceive their skills to be equal, if not superior, to their supervisor's. Supervisee resistance may be a reaction to loss of control and can evolve into a power struggle between supervisor and supervisee. Supervisees may fear and be threatened by change, and consequently, respond with defensive behaviors. The fact that supervision has an evaluative component can provoke anxiety because a negative evaluation by a supervisor may result in dismissal and/or failure to receive necessary recommendations. Supervisee resistance also may result from the supervisor failing to integrate multicultural information into the supervision sessions. Regardless of form, resistant behaviors are coping mechanisms intended to reduce anxiety.

Supervisee Games

Resistance often takes the form of "games" played by supervisees who either consciously or unconsciously attempt to manipulate and exert control over the supervision process. Although all supervisees do not play games, many do. Kadushin (1968) defined four categories of supervisee games. Manipulating demand levels involves games in which the supervisee attempts to manipulate the level of demands placed on him/her. Often the supervisee uses flattery to inhibit the supervisor's evaluative focus. Redefining the relationship occurs when the supervisee attempts to make the relationship more ambiguous. For example, in the game of self-disclosure, the supervisee would rather expose himself/herself instead of counseling skills. Reducing power disparity occurs when the supervisee focuses on his/her knowledge. In this game, the supervisee tries to prove the supervisor "is not so smart." If successful, the supervisee can mitigate some of the supervisor's power. In controlling the situation, the supervisee prepares questions to direct supervision away from his/her performance. Other means for controlling supervision include requesting undue prescriptions for dealing with clients, seeking reassurance by reporting how poorly work is progressing, asking others for help to erode supervisor authority, or selectively sharing information to obtain a positive evaluation. A more hostile and angry form of control involves blaming the supervisor for failure.

In describing supervisee games, Bauman (1972) discussed five types of resistance. Submission, a common form of resistance, occurs when the supervisee behaves as though the supervisor has all the answers. Turning the tables is a diversionary tactic used by the supervisee to direct the focus away from his/her skills. "I'm no good" occurs when the supervisee pleads fragility and appears brittle; the attempt is to prevent the supervisor from focusing on painful issues. Helplessness is a dependency game in which the supervisee absorbs "all" information provided by the supervisor. The fifth type of resistance projection, is a self-protection tactic in which the supervisee blames external problems for his/her ineffectiveness. More thorough discussions of supervisee (and

supervisor) games are presented by Bernard and Goodyear (1992) and Bradley (1989).

Counteracting Resistance

Although resistance is a common occurrence in supervision, counteracting resistance is not simple. Two major factors influence methods used for counteracting resistance. First, the relationship is critical. A positive supervisory relationship grounded by trust, respect, rapport, and empathy is essential for counteracting resistance (Borders, 1989; Mueller & Kell, 1972). The second factor in counteracting resistance is the way the supervisory relationship is viewed. Supervisors viewing the relationship as the focal point in supervision usually advocate full exploration of conflicts. In contrast, supervisors viewing therapeutic work as the primary supervisory focus advocate a more limited exploration of conflicts.

Viewing resistance as a perceived threat, Liddle (1986) advocated that the conflict be openly discussed. First, she stated the focus should be on identifying the source of anxiety (or threat). Next, the focus should be on brainstorming to locate appropriate coping strategies for dealing with the conflict. Kadushin (1968) stated that the simplest way to cope with supervisee resistance exhibited in games is to refuse to play. He concluded it is more effective to share awareness of game-playing with the supervisee and focus on the disadvantages inherent in game-playing rather than on the dynamics of the supervisee's behavior.

Bauman (1972) discussed several techniques for managing supervisee resistance. Interpretation, the most direct confrontation, includes describing and interpreting the supervisee's resistance. Although less confrontive, feedback is also a form of direct confrontation. Clarification uses restatement to aid the supervisee in understanding his/her behavior. Generalizing resistance to other settings takes the focus away from the supervisory relationship and helps the supervisee recognize his/her maladaptive behaviors. Ignoring resistance is recommended only if the behavior can be eliminated without confrontation. Role-playing and alter-ego role playing, although more threatening, may be helpful in identifying the cause of resistant behavior. Audiotaping supervision sessions is helpful for managing resistance. Bauman noted that the success of a technique is dependent on the personalities of supervisor and supervisee and on the interaction between them. If confrontation is deemed inappropriate, Masters (1992) suggested positive reframing for reducing resistance. Positive reframing includes: empowering the supervisee, increasing the supervisee's self-esteem, and modeling effective methods of coping with thoughts, feelings, and behaviors.

Conclusions

Regardless of purpose, resistance in supervision is a common experience and will be encountered irrespective of the supervisor's skill level. The supervisor who believes he/she can proceed through the supervision process without encountering resistance is setting an unrealistic expectation. Although usually annoying, supervisee resistance should not be perceived as a negative encounter or maladaptive behavior. On the contrary, an effective supervisor who is knowledgeable about the dynamics behind supervisee resistance can redirect the resistance to create a therapeutic supervision climate. In essence, the ability of the supervisor to take resistance and turn it into a supervisory advantage may be the hallmark for determining success or failure in supervision.

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Gender Issues in Supervision

Pamela O. Paisley

Introduction

Gender as a concept encompasses "culturally-determined cognitions, attitudes, and belief systems about females and males ; [it] varies across cultures, changes through historical time, and differs in terms of who makes the observations and judgments" (Worell & Remer, 1992, p. 9). Using this definition, discussion of the effects of gender on supervision must be built upon an examination of the present status regarding gender within this culture.

A Societal Framework

Currently, there appear to be three basic perspectives concerning gender differences. These perspectives are focused in areas of unequal distribution of power, socialization, and inherent differences. Combining information from these bodies of literature, we can construct an explanation of what it means to be male or female in our society.

First, men as a group within American society have more economic, political, social, and physical power than most women. Males and females also, however, are socialized to become different beings as well. Messages received from family, school, and media continue to be heavily laden with sex-role messages representing very different sets of acceptable behaviors for boys and girls. These social rules and expectations create remarkably disparate psychological environments for development based on gender. Finally, in terms of inherent differences, those characteristics stereotypically identified with women historically have been dismissed as of little value. Even within psychology, the model of the healthy adult has traditionally been described through masculine characteristics. Only in rather recent history have we begun, at any level, to hear and value "the other voice" (Gilligan, 1982).

This societal framework indicates the existence of a power differential and suggests the potential for bias in expectations and/or actions. With gender as such a significant social variable, it is unlikely that the effects also would not be apparent in counseling and supervision. These parallel processes must continually be examined within the larger context of society.

Two remaining factors are worth mentioning. Minimizing the importance of the differences between the genders discounts the importance of meaningful within-group experience while exaggerating this importance reduces the potential for individual difference. Additionally, it is important to remember that while much that we have come to understand about gender differences has been motivated by the women's movement, the potential for bias and discrimination affects both men and women.

Counseling Issues

As supervision involves the oversight of counseling, several gender issues related to therapy are worth restatement. Using the societal context as a framework, Bernard and Goodyear (1992) suggested three areas be considered and evaluated for gender impact and/or bias: (1) the issues which the client brings to counseling, (2) the perspective of the counselor, and (3) the choice of interventions. Complaints by female clients concerning therapy have tended to focus on counselor encouragement of traditional sex roles, bias in expectations, devaluation of female characteristics, use of sexist theoretical concepts, and continuation of the view of women as sex objects (APA, 1975). Counseling supervisors have a responsibility to help the supervisee evaluate gender as a factor of concern in case conceptualization, self-evaluation of assumptions and biases, and in selection of approaches.

Supervision Issues

The supervisory relationship, itself, is taking place within the same societal context as other gender issues. Bernard and Goodyear (1992) noted gender interactions in supervision related to response to initiation of structure, style used in handling conflict, personalization of supervisee feedback, satisfaction with supervision, comfort with closure and initiation, and sources of power used by supervisors. An additional significant research study found gender-related differences associated with the amount of reinforcement given to trainees' powerful, more assertive messages (Nelson & Holloway, 1990).

While, as in the counseling profession generally, much more research is needed to understand the effects of gender on supervision, these sample findings clearly indicate the potential importance of this variable on the supervisory relationship and process. Supervisors, in addition to assisting trainees with the associated counseling issues, must be aware — in fact, vigilant — in identifying any ways in which bias in expectations or actions might be occuring within supervision.

Related Issues

Implicit in both counseling and supervision are two areas of legal and ethical concern related to the overarching issue of sexuality. These are sexual harassment and sexual involvement. These issues are gender-related, though they may manifest themselves in same or cross gender interactions.

Sexual harassment refers to unwanted sexual advances and/or contacts while sexual involvement between supervisors and supervisees may seemingly occur by mutual consent (Bartell & Rubin, 1990). Although subtle forms are more difficult to recognize and eliminate, most personally and professionally aware supervisors avoid the most blatant types of behaviors associated with sexual harassment. Through efforts at many institutions and agencies, individuals are being educated concerning the defining characteristics of harassment and the legal and ethical implications.

Unfortunately, incidents of sexual involvement continue and in some cases seem to be increasing. While the degree of coercion or consent may seem to separate these two issues, they have two factors in common. Both sets of behaviors are clearly unethical and both work to the detriment of supervision. Mutuality does not excuse abuse of power, and there is an inherent power differential in supervision — a factor which always provides a degree of question concerning true consent (Bartell & Rubin, 1990). Even the most egalitarian of supervisors must acknowledge a greater responsibilility and accountability in this area. Additionally, as a word of self-protective warning to supervisors beyond the need to behave ethically, research indicates that supervisees' perceptions of the amount of coercion tend to increase with the passage of time (Glaser & Thorpe, 1986).

An additional disturbing finding in this area of sexual contact (beyond damage done to individual supervisees and supervisory relationships) is that the behaviors perpetuate themselves. Students or trainees who become involved with supervisors are more likely to accept this as a norm and repeat the pattern themselves (Pope, Levenson, & Schover, 1979). The power of modeling in all areas related to gender should never be minimized. Even when contact is initiated by a supervisee, the moment can be a teachable one where ethical standards can be explained not as efforts to monitor thoughts and feelings but to regulate behaviors in order to protect certain types of significant relationships.

Conclusion

The supervisory relationship is an incredibly important one in the personal and professional development of counselors. In relation to gender, it is crucial that supervisors use the relationship as an opportunity to educate, confront, and model. This requires a special level of awareness of self and society. Challenging our own biases, prejudices, and issues is one of the most critical parts of the process. Because gender is one of our most powerful and descriptive characteristics, it tends to be one of the most sensitive areas of personal exploration. The sensitive nature of the topic as well as the potential for crossing lines associated with sexual discrimination, harassment, and involvement make it imperative that supervision take place within the clearest ethical parameters. Such parameters provide a safe and established environment for growth and development while modeling appropriate professional behavior for the next generation.

Within the larger social context, supervisors and counselors are also in a position to work effectively as advocates to address injustices implied in the previously mentioned perspectives on gender differences. Professionals can, perhaps, have the greatest effect in this area by promoting equity in institutions and systems, gender-fair practices in socialization processes, and a genuine appreciation for and celebration of both masculine and feminine characteristics.

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Multicultural Issues in Supervision

Margaret L. Fong

Introduction

Perhaps two of the most important changes within counseling and counselor education in the past twenty years have been (a) recognition of the need for a multicultural perspective in all aspects of counseling and education and (b) the evolution of supervision models and practices. Recently, these changes culminated in two sets of competency and standards statements that will most certainly guide counselor preparation and evaluation of counselor practice. The Association for Multicultural Counseling and Development (AMCD) approved a document outlining multicultural counseling competencies and standards (Sue, Arredondo, & McDavis, 1992) and the Association for Counselor Education and Supervision (ACES, 1990) adopted comprehensive standards for eleven aspects of counseling supervision. Now counselors are recognizing the need to consider multicultural issues in supervision and methods of multicultural supervision.

The multicultural perspective will become essential as we move into the twenty-first century. It is projected that by the year 2010 twelve of our most populous states, containing about half of the nation's young people, will have significant minority populations (Hodgkinson, 1992). Thus, the supervision triad of client, counselor, and supervisor will most likely contain persons of differing racial-ethnic backgrounds who are confronting problems and concerns in a diverse social environment.

Controversy surrounds the inclusiveness or exclusiveness of the term multicultural so, for clarity, multicultural in this paper will be defined as in the AMCD Standards (Sue et al., 1992), referring to visible racial-ethnic groups, African-Americans, American Indians, Asian Americans, Hispanics and Latinos, and Whites. Currently, very little descriptive and even less research literature on multicultural supervision is available (Leong & Wagner, in press). This paper will summarize two different aspects of multicultural supervision: the inclusion of multicultural issues during supervision and the multicultural supervisory relationship.

Multicultural Issues in Supervision

Bernard and Goodyear (1992) advocated that the supervisor is responsible for assuring that multicultural issues receive attention in supervision. Generally, whenever the client is a minority group member, and sometimes when either the supervisee or supervisor is a minority person, supervisors will recognize the relevance of addressing cultural concerns. However, all counseling and supervision contacts have cultural, racial-ethnic aspects which shape core assumptions, attitudes, and values of the persons involved and which may enhance or impede counselor effectiveness. Majority cultural patterns and the culture of counseling and psychotherapy are often accepted by the supervisor and counselor without thought, what Bernard and Goodyear (1992) label the "myth of sameness" (p. 195). Recent work on white racial identity (Rowe, Bennett, & Atkinson, 1994) has underscored the need for majority counselors to develop an awareness of being White and what that implies in relation to those who do not share White group membership. Thus, regardless of apparent "sameness", at some point in all supervision, and preferably early in the process, multicultural issues must be explored.

Logical extensions of this view of multicultural supervision are models that advocate supervision as a method to assist multicultural counselor development. As reviewed by Leong and Wagner (in press), these models propose that supervisees move in stages from minimal racial-ethnic awareness, to awareness of discrepancies between cultures and within self, and then to development of a multicultural identity. The supervisor's role is to promote supervisee growth by challenging cultural assumptions, encouraging emotional expression, and validating conflict of attitudes and values. These multicultural models lack empirical support, but seem to integrate well with developmental models of supervision (Bernard & Goodyear, 1992) and direct the supervisor to assess the multicultural awareness level of each supervisee.

A number of supervision techniques have been proposed to insure that the cultural dimension is addressed, though none have research support (Bernard & Goodyear, 1992; Leong & Wagner, in press). Planned discussion of culture and the culture of counseling; exploration of supervisee and supervisor cultural backgrounds; required use of videotape (which provides visual recording of nonverbal cultural components); modeling by the supervisor; inclusion of cultural considerations on all intake, case management, and other written supervision reports; and experiential exercises are methods that can be used in individual and group supervision.

Multicultural Supervisory Relationship

While the above section dealt with the multicultural "content" of supervision, the multicultural supervisory relationship is the "process" of supervision. ACES counseling supervision standard 4 (1990) addresses the knowledge and skills related to the supervisory relationship. Only one substandard of nine (Standard 4.1) directly addresses multicultural issues, noting the "supervisor demonstrates knowledge of individual differences with respect to gender, race, ethnicity, culture, and age and understands the importance of these characteristics in supervisory relationships" (p. 30). The second half of Standard 4.1 is the difficult piece, as there is a paucity of empirical knowledge about the dynamics and experiences of the multicultural supervisory relationship. Leong and Wagner (in press), critiqued the four studies published to date and concluded:

> (1) race can have a profound influence on the supervisory process, particularly in terms of trainee's expectations for supervisor empathy, respect, and congruence, (2) race can influence a trainee's perception of supervisor liking, and (3) there are some circumstances under which race does not seem to influence supervision.(p. 20)

These conclusions point to the critical importance of the initial sessions in the multicultural supervisory relationship. Cultural differences in worldview and communication styles may particularly effect supervisee perceptions of the supervisor as supportive and empathic. Such perceptions have been associated with satisfaction in multicultural supervision (Leong & Wagner, in press). Early discussion of supervisor and supervisee racial-ethnic backgrounds and expectations about supervision may help establish a base for the development of trust and empathy.

Another critical dimension of the multicultural supervisory relationship is the management of power. The supervisor is viewed as having expertise and has the responsibility of evaluating the supervisee, both contributing to an unavoidable power differential in the relationship. In situations of a minority supervisee and a White supervisor or a White supervisee and a minority supervisor, both participants may attribute power to majority group membership. This additional perceived power differential and past experiences with power abuses by Whites may make trust formation difficult and result in cautious, guarded communication. This, in turn, may result in the opposite of the personal self-disclosure and openness to feedback required in supervision.

Early and recurring discussion of supervisor and supervisee expectations of performance, orientation as to how to best use supervision, and clear statements of evaluation criteria are methods to promote fairness and share the evaluative power. Such discussions should be coupled with exploration of how expectations of performance and perceptions of fairness in evaluation may be altered by each person's cultural background. The supervisor will need to continue to consider the influence of minority experiences of oppression and prejudice on perceptions of power throughout the supervision process.

Conclusions

While there is some convergence of opinion, the identified issues and suggestions for interventions in multicultural supervision are currently based on personal experiences rather than empirical study. A consistent theme in the literature is the critical role of the supervisor: in promoting cultural awareness; in identifying cultural influences on client behavior, on counselor-client interactions, and on the supervisory relationship; and in providing culture-sensitive support and challenge to the supervisee. This is a daunting responsibility! As all supervision is some form of multicultural supervision, supervisors will need to be proficient in the multicultural competencies identified by Sue et al. (1992). All supervisors-in-training should work with supervisees from racial-ethnic groups other than their own and receive supervision of multicultural supervision. Likewise, experienced supervisors will need to seek continuing education, consultation, and focused supervision of supervision with a multicultural emphasis to meet gaps in experience and education.

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Parallel Process in Supervision

Marie B. Sumerel

Introduction

The concept of parallel process has its origin in the psychoanalytic concepts of transference and countertransference. The transference occurs when the counselor recreates the presenting problem and emotions of the therapeutic relationship within the supervisory relationship. Countertransference occurs when the supervisor responds to the counselor in the same manner that the counselor responds to the client. Thus, the supervisory interaction replays, or is parallel with, the counseling interaction.

Transference and countertransference are covert behaviors. Identifying their occurence requires an acute and on-going awareness of one's own issues and the events that trigger the issues. But awareness of oneself is only the first step. Using the awareness as an intervention in facilitating growth in the counselor, and thus helping the client, is the ultimate goal.

Types of Parallel Process

Originally, parallel process was perceived to begin only as transference, when the counselor acted out the client's issues in supervision. Searles (1955) made the first reference to parallel process, labeling it a reflection process. He suggested that "processes at work currently in the relationship between patient and therapist are often reflected in the relationship between therapist and supervisor" (p. 135). Searles believed that the emotion or reflection experienced by the supervisor was the same emotion felt by the counselor in the therapeutic relationship. Although Searles recognized that the supervisor's reactions also might be colored by his/her past, this was not the focus of the reflection process.

Several hypotheses exist for why the counselor may exhibit the reflection process. First, the counselor may look inward for similarities between himself/herself and his/her client as a means to develop a therapeutic strategy that is appropriate, thus tapping into the same issue as that of the client. Secondly, counselors may overidentify with their clients and be uncertain of how to proceed with therapy (Russell, Crimmings, & Lent, 1984). Wanting the supervisor to feel the same feelings they had experienced with the client, the counselor unconsciously recreates the problem experienced in the therapeutic relationship in an effort to get the supervisor to model appropriate responses or make suggestions for resolution of the problem (Mueller & Kell, 1972).

Doehrman (1976) believed that Searles' (1955) reflective process was too limited in scope. In a classic study, she found that parallel process could be bidirectional. In fact, all four therapists in her study identified with their supervisor to the point of playing (or paralleling) their supervisor with their clients. In psychoanalytic terms, this form of parallel process is countertransference. Several scenarios can be drawn to relate how this may occur. First, the supervisor may believe a discussion of the supervisor's or counselor's emotions are not appropriate for supervision but should be addressed in the counselor's personal therapy sessions. The supervisor, however, responds unconsciously to the counselor's emotions and the counselor responds in the same way with the client, thereby creating the parallel process. Secondly, the supervisor may impose his/her values on the counselor who then imposes the values on the client. Third, supervisors who are inexperienced and have not accepted their role as teacher/supervisor may act out their discomfort with the counselor in the supervisory relationship. The counselor, then, exhibits discomfort in the therapeutic relationship with the client. Finally, the supervisor may become impatient with the counselor in the supervisory relationship. The parallel occurs when the counselor exhibits the impatience he/she felt with the supervisor in the therapeutic relationship with the client.

How should supervisors respond to parallel process?

Several authors (e.g., Doehrman, 1976; Loganbill, Hardy, & Delworth, 1982; Stoltenberg & Delworth, 1987) believe that it is important to the quality of supervision to respond to the parallel process when it is observed. They have asserted that examination of parallel processes encourage counselor growth. In fact, Doehrman (1976) found that only when the parallel process was resolved did the clients improve.

Supervision need not be only a teaching process that emphasizes theories and techniques (Ekstein & Wallerstein, 1972). Supervision can provide an experience for counselors to learn how to use themselves in the counselor/client relationship. By discussing the parallel process in supervision, the counselor will become aware of how oneself is involved in the therapeutic and supervisory relationships.

When should supervisors respond to parallel process?

Authors of developmental models (Loganbill et al., 1982; Stoltenberg & Delworth, 1987) suggest that the timing for discussing parallel process issues is important. They indicate that beginning counselors do not possess the self-awareness and insight needed to deal with transference and countertransference issues. Unaware of how they may impact the therapeutic relationship, they are more concerned with learning techniques and skills. When transference issues are discussed, beginning counselors may become defensive and experience an increase in anxiety. Doehrman (1976), for instance, reported that the only entry-level counselor in her study was not able to gain insight into the transference and countertransference issues in supervision and, therefore, terminated training.

McNeill and Worthen (1989), however, indicated that discussion of parallel process issues could occur with entry level counselors. They suggested that the interventions should be simple and concrete, and focus primarily on self-awareness issues. Giving specific examples that are obvious in the supervisory and therapeutic relationships help the counselor understand the dynamics that are occurring. The specificity reduces the counselor's anxiety and provides a framework in which learning and self-awareness can occur.

More advanced and experienced counselors, on the other hand, have developed a capacity to understand and absorb self knowledge gained through transference and countertransference reactions in their therapeutic relationships (Loganbill et al., 1982; McNeill & Worthen, 1989; Stoltenberg & Delworth, 1987). Advanced counselors are less defensive with regard to their issues and identity becoming the focus in supervision and, therefore, are more inclined to discuss how these issues are affecting the therapeutic relationship. They have developed therapeutic skills and techniques and have the capacity to address more advanced and conceptual issues such as parallel process.

Even though advanced counselors are more interested in discussing the transference and countertransference issues, however, supervisors can overemphasize the parallel process to a point that is exhausting for the counselor (McNeill & Worthen, 1989). Therefore, how and when the parallel process interventions are used is important to their success in facilitating growth and self-awareness in the counselor. Supervisors must exhibit caution, as there is a proclivity to cross the line from a supervisory relationship to a therapeutic relationship when parallel process issues are discussed.

Conclusion

Doehrman (1976) found a form of parallel process in each of the supervisory relationships she studied, therefore implying that it is a universal phenomenon. She posited that the supervisor should always be aware of how the therapeutic relationship and client issues are presented by the counselor in the supervisory session. If the parallel process is not worked through in supervision, both the supervisory and therapeutic relationships will suffer.

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Supervisory Evaluation and Feedback

Morag B. Colvin Harris

Introduction

Counselor educators and field supervisors often feel uncomfortable about assessing trainee skills and struggle to find an appropriate vehicle for delivering essential constructive feedback regarding performance. Most have received little or no training in evaluation or assessment practices. However, current and proposed accreditation, certification, and licensure regulations place an increasing emphasis on the evaluation and assessment of counselor performance. Clearly, evaluation practices will need to be augmented by theoretical and conceptual knowledge, as well as programmatic research.

The purpose of this digest is to suggest that there exist some fairly basic premises from educational psychology (Gage & Berliner, 1984), educational evaluation (Isaacs & Michaels, 1981), and counselor supervision literature (Bernard & Goodyear, 1992) that can improve supervision evaluation practices, and thus reduce the ambiguity and uncertainty about evaluation in supervision. Although this digest does not specifically address program evaluation, it should be clear that this is also an important component of any comprehensive evaluation endeavor.

Evaluation Defined

Professional competence evaluation is made in a series of formal and informal measurements that result in a judgement that an "individual is fit to practice a profession autonomously" (McGaghie, 1991). *Summative* evaluation describes "how effective or ineffective, how adequate or inadequate, how good or bad, how valuable or invaluable, and how appropriate or inappropriate" the trainee is "in terms of the perceptions of the individual who makes use of the information provided by the evaluator" (Isaac & Mitchell, 1981, p. 2). Counselor supervisors are responsible for summative evaluations and assessments of supervisee competence to university departments, state licensing boards, and agency administrators. Summative evaluation is described by Bernard and Goodyear (1992) as "the moment of truth when the supervisor steps back, takes stock, and decides how the trainee measures up" (p. 105). Effective summative evaluation requires clearly delineated performance objectives that can be assessed in both quantitative and qualitative terms and that have been made explicit to the trainee during initial supervision contacts.

The heart of counselor evaluation, however, is an on-going *formative* process which uses feedback and leads to trainee skills improvement and positive client outcome. In this case the trainee is the person using the information. Bernard and Goodyear (1992) refer to this kind of evaluation as "a constant variable in supervision." As a result, every supervision session will contain either an overt or covert formative evaluation component.

Evaluation Practices and Procedures

When supervisors measure behavioral therapeutic skills they find several difficult areas. First, they find that measurement and subsequent evaluation of therapeutic skill is a complex process in a field where many skills inventories and behavioral checklists abound, and research findings suggest that these may lack adequate reliability and validity. Second, university supervisors recognize the tension between providing a supportive facilitative environment within which counselors-in-training can feel free to stretch and learn counseling skills and the anxiety that results from academic grades. Third, lacking a theory of *supervison*, supervisors are unable to articulate desired outcomes for their supervisees and may revert to the evaluation of administrative detail and case management. As a result of these difficulties, numerous areas of competency may be neglected, anxiety may persist, and supervisors may resort to summative evaluation practices in global and poorly measured terms.

There are resources which outline requisite skills and knowledge for effective evaluation practices. The Curriculum Guide for Training Counselor Supervisors (Borders et al., 1991) provides specific learning objectives for supervisors-in-training. Other current publications (Bernard & Goodyear, 1992; Borders & Leddick, 1987; McGaghie, 1991; Stoltenberg & Delworth, 1987) further develop the Guide's "three curriculum threads" (p.60) of self awareness, theoretical and conceptual knowledge, and skills and techniques. The guidelines and suggestions from these resources are summarized in the following list of effective evaluation practices:

1. Clearly communicate evaluation criteria to supervisees and develop a mutually agreed upon written contract reflecting these criteria.
2. Identify and communicate supervisee strengths and weaknesses. The Ethical Guidelines for Counselor Supervisors (ACES, 1993) recommend that supervisors "provide supervisees with ongoing feedback on their performance." This performance feedback establishes for supervisees a clear sense of what they do well and which skills need to be developed.

Supervisee strengths and weaknesses can be evaluated in terms of process, conceptual, personal, and professional skills (Bernard & Goodyear, 1992, p. 42).

3. Use constructive feedback techniques during evaluations. Supervisees are more likely to "hear" corrective feedback messages when these are preceded by positive feedback, focused on observable behaviors, and are delayed until a positive relationship has been established.
4. Utilize specific, behavioral, observable feedback dealing with counseling skills and techniques; avoid terms such as "understanding," "knowing and appreciating," and "being aware of." Successful evaluation practices should include behaviorally-based learning objectives (Gage & Berliner, 1984).
5. Use Interpersonal Process Recall (IPR) to raise supervisees' awareness about their personal developmental is-sues. The unobtrusive and non-threatening nature of IPR is particularly helpful as supervisees retrospectively ex-plore their thoughts, feelings, and a variety of client stimuli during counseling sessions. This process can assist supervisees in contributing to, and benfitting from, formative evaluation.
6. Employ multiple measures of supervisee counseling skills. These can include a variety of standardized rating scales including measures completed by both supervisor and supervisee, client ratings, and behavioral scales (Stoltenberg & Delworth, 1987). Additional measures such as work samples from audio/videos, critiques of counseling sessions, and conceptual case studies (both brief and detailed) can provide a comprehensive picture of a supervisee's competency, expectations, needs and professional development, as well as an understanding of the context within which both the counseling and the supervision take place.
7. Maintain a series of work samples in a portfolio for summative evaluation. Since the evaluation of only one session provides an inadequate assessment of supervisee competency, and the selective nature of work samples may prove to be an overly negative reflection of current competency level, the portfolio provides both the supervisor and the supervisee with a more comprehensive and useful basis for a summative evaluation.
8. Use a developmental approach which emphasizes both progressive growth toward desired goals and the learning readiness of the trainee (Nance, 1990). The Nance model emphasizes a learning readiness based on the supervisee's ability, confidence, and willingness – the assessment of which directs the roles and practices of the supervisor. As a result, supervisors can "match" their supervisee's level and "move" them toward independent functioning one step at a time. Although Nance does not specify evaluation practices, he clearly describes effective supervisory styles, interventions, role, contracts, and agendas for each developmental stage. These variables can guide the evaluation process indirectly by enabling the supervisor to understand the characteristics and appropriate expectations for supervisees at each developmental level.

Summary

A structured approach to supervisee assessment and evaluation produces several beneficial outcomes. First, supervisors can reduce their own, as well as their supervisee's, anxiety about the process. The meanings associated with assessment can be altered to suggest a positive experience from which both partners can grow and learn. Second, supervisors who articulate their adopted *supervision theory* to their supervisees will also clarify their evaluation criteria as well as their supervision practices. Third, when evaluation is viewed as a process of formative and summative *assesssment* of the skills, techniques, and developmental stage of the supervisee, both supervisees and their clients benefit. Fourth, as supervisors deal successfully with the process of supervisee evaluation, they also bring similar skills to the evaluation of their training programs, an area in search of an appropriate evaluation paradigm. Finally, just as training is most successful when multiple methods (didactic, modeling, and experiential) of skills acquisition are employed, so too the use of multiple methods for evaluation contributes to the supervisee's sense of self-worth and success.

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Ethical and Legal Dimensions of Supervision

Janine M. Bernard

In recent years, it has become generally accepted that supervision draws upon knowledge and skills that are different than, and go beyond, those of psychotherapy. Similarly, the ethics and legal imperatives regarding supervision both encompass psychotherapy issues and go beyond them. Furthermore, because supervision is a *triadic* rather than a dyadic relationship, the supervisor must always attend to the need for balance between the counseling needs of clients and the training needs of the counselor.

With the increase of litigation in American society over the past generation, ethics and law have become intermingled (Bernard & Goodyear, 1992). It is important for the supervisor to remember, however, that ethics call the supervisor to a *standard* of practice sanctioned by the profession while legal statutes define a point beyond which a supervisor may be *liable*. For our purposes here, the functional interconnectedness between ethics and the law will be accepted.

Competence

Competence is an increasingly complex issue as mental health and supervision have become more sophisticated enterprises. Implications of both counselor competence and supervisor competence will be described here briefly.

Counselor competence

By definition, a supervisee is a person who is not yet ready to practice independently. It is for this reason that supervisors are held responsible for what happens with clients being seen by the supervisee (Harrar, VandeCreek, & Knapp, 1990). At the same time, counselors must be challenged in order to become more expert. This, then, is the supervisor's tightrope: providing experiences that will stretch the counselor's ability without putting the client in danger or offering substandard care. Whenever a close call must be made, supervisors must remember that their obligation is to the client, the public, the profession, and the supervisee — in that order (Sherry, 1991). Therefore, the supervisor continually decides if the supervisee is good enough on a consistent basis to work with any particular client (ACES, 1993).

Supervisor competence

First, the supervisor needs to know everything, and more, than is expected of the supervisee. Secondly, the supervisor must be expert in the process of supervision. It is not enough that clients are protected as a result of supervision; the contract between supervisor and supervisee dictates that supervision must ultimately result in better counseling skills for the supervisee. In order to accomplish this, it is generally accepted that the supervisor receive training in performance of supervision as well as supervision of supervision.

Dual Relationships

For both counselors and supervisors, any dual relationship is problematic if it increases the potential for exploitation or impairs professional objectivity (Kitchener, 1988). There has been greater divergence of opinion about what constitutes an inappropriate dual relationship between supervisor and counselor than between counselor and client. Ryder and Hepworth (1991), for example, stated that dual relationships between supervisors and supervisees are endemic to many educational and work contexts. Most supervisors will, in fact, have more than one relationship with their supervisees (e.g., graduate assistant, co-author, co-facilitator). The key concepts remain "exploitation" and "objectivity." Supervisors must be diligent about avoiding any situation which puts a supervisee at risk for exploitation or increases the possibility that the supervisor will be less objective. It is crucial, however, that supervisors not be intimidated into hiding dual relationships because of rigid interpretations of ethical standards. The most dangerous of scenarios is the hidden relationship. Usually, a situation can be adjusted to protect all concerned parties if consultation is sought and there is an openness to making adjustments in supervisory relationships to benefit supervisee, supervisor and, most importantly, clients.

Therapeutic relationships

As part of the mandate of competence, the supervisor must determine not only if the supervisee has the knowledge and skill to be a good counselor, but if he or she is personally ready to take on clinical responsibility (Kurpius, Gibson, Lewis, & Corbet, 1991). The issue of personal readiness can lead the supervisor to blur the roles of supervisor and therapist in an attempt to keep the supervisee functional as a counselor. This is problematic for two reasons: (1) it compromises the objectivity of the supervisor, especially in terms of evaluation; (2) it may allow an impaired counselor to continue to practice at the risk of present and future clients.

Informed Consent

Informed consent is key to protecting the counselor and/or supervisor from a malpractice lawsuit (Woody, 1984). Simply, informed consent requires that the recipient of any service or intervention is sufficiently educated about what is to transpire, the potential risks, and alternative services or interventions, so that he or she can make an intelligent decision about his or her participation. Supervisors must be diligent regarding three levels of informed consent (Bernard & Goodyear, 1992): (1) the supervisor must be confident that the counselor has informed the client regarding the parameters of counseling; (2) the supervisor must be sure that the client is aware of the parameters of supervision (e.g., that audiotapes will be heard by a supervision group); and (3) the supervisor must inform the supervisee about the process of supervision, evaluation criteria, and other expectations of supervision (e.g., that supervisees will be required to conduct all intake interviews for a counseling center in order to increase interview and writing skills).

Due Process

Due process is a legal term that insures one's rights and liberties. While informed consent focuses on the entry into counseling supervision, due process revolves around the idea that one's rights must be protected from start to finish. Again, supervisors must protect the rights of both clients and supervisees. An abrupt termination of a client could be a due process violation. Similarly, a negative final evaluation of a supervisee, without warning and with no opportunity to improve one's functioning, is a violation of the supervisee's due process rights.

Confidentiality

Confidentiality is an often-discussed concept in supervision because of some important limits of confidentiality both within the therapeutic situation and within supervision. It is imperative that the supervisee understands both the mandate of honoring information as confidential (including records kept on the client) as well as understanding when confidentiality must be broken (including the duty to warn potential victims of violence) and how this should be done. Equally important is a frank discussion about confidentiality within supervision and its limits. The supervisee should be able to trust the supervisor with personal information, yet at the same time, be informed about exceptions to the assumption of privacy. For example, supervisees should be apprised that at some future time, their supervisors may be asked to share relevant information to State licensure boards regarding their readiness for independent practice; or supervisors may include supervision information during annual reviews of students in a graduate program.

Liability

Supervisors should not shun opportunities to supervise because of fears of liability. Rather, the informed, conscientious supervisor is protected by knowledge of ethical standards and a process that allows standards to be met consistently. There are three safeguards for the supervisor regarding liability: (1) continuing education, especially in terms of current professional opinion regarding ethical and legal dilemmas; (2) consultation with trusted and credentialed colleagues when questions arise; and (3) documentation of both counseling and supervision, remembering that courts often follow the principle "What has not been written has not been done" (Harrar, Vandecreek, & Knapp, 1990).

Conclusion

As gatekeepers of the profession, supervisors must be diligent about their own and their supervisees' ethics. Ethical practice includes both knowledge of codes and legal statutes, and practice that is both respectful and competent. "In this case, perhaps more than in any other, supervisors' primary responsibility is to model what they hope to teach" (Bernard & Goodyear, 1992, p. 150).

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The Good Supervisor

L. DiAnne Borders

It has been my very good fortune to have been supervised by several good supervisors. These supervisors were quite different from each other in personality and their supervision style, focus, and goals. One insisted that the person of the counselor is of greatest importance, and then struggled with me to discover who that person was for me and how to use it in my relationships with clients. Another focused on more concrete behaviors and cognitions, forcing me to learn how to articulate what I was doing and why. A third introduced me to a new theoretical perspective on counseling, broadening my conceptualizations of clients and my interactions with them. With each, I felt tremendous challenge to stretch and grow, buffered by an implied belief that I could achieve their goals for me. Each seemed to have been assigned to me at just the right time in my professional development, and/or they recognized my needs at that time and were able to provide what I needed. The influence of each of these supervisors can been seen in my counseling and supervision work today. Only one of these supervisors had received any supervision training.

Like other counselors, I also have had less memorable supervision, and have heard numerous colleagues' and students' horror stories about their unpleasant experiences as supervisees. Some describe busy supervisors or those who lacked interest in their supervisees and the supervision process. Some cite supervisors who seemed most interested in putting in the minimum required time with as little work and as few hassles as possible. Others remember mismatches in theoretical orientation to counseling or critical personality traits.

All of these experiences, and my own professional work in the area, have convinced me that *potentially good* supervisors are born, but *all* benefit from training experiences in which they focus on supervision knowledge and skills,reflect on their role and responsibilities, and receive input from others about their work as supervisors. These experiences also have led me to ask questions about what distinguishes "good" supervisors from "bad" supervisors and how counselors become effective supervisors.

Thus far, there are too few answers to my questions. The supervisor by far has received the least attention of any variable in the supervision enterprise. To date, only a few researchers have focused on supervisor qualities and skills, and only three very brief models of supervisor development have been proposed. What we do know is summarized below, drawing from reviews by Worthington (1987), Carifio and Hess (1987), Dye and Borders (1990), Borders et al. (1991), and Borders (in press).

Characteristics of Supervisors

Good supervisors seem to have many of the same qualities of good teachers and good counselors. They are empathic, genuine, open, and flexible. They respect their supervisees as persons and as developing professionals, and are sensitive to individual differences (e.g., gender, race, ethnicity) of supervisees. They also are comfortable with the authority and evaluative functions inherent in the supervisor role, giving clear and frequent indications of their evaluation of the counselor's performance. Even more, good supervisors really enjoy supervision, are committed to helping the counselor grow, and evidence commitment to the supervision enterprise by their preparation for and involvement in supervision sessions. These supervisors evidence high levels of conceptual functioning, have a clear sense of their own strengths and limitations as a supervisor, and can identify how their personal traits and interpersonal style may affect the conduct of supervision. Finally, good supervisors have a sense of humor which helps both the supervisor and supervisee get through rough spots in their work together and achieve a healthy perspective on their work. Such personal traits and relationship factors are considered as significant as technical prowess in supervision.

In terms of professional characteristics (roles and skills), good supervisors are knowledgeable and competent counselors and supervisors. They have extensive training and wide experience in counseling, which have helped them achieve a broad perspective of the field. They can effectively employ a variety of supervision interventions, and deliberately choose from these interventions based on their assessment of a supervisee's learning needs, learning style, and personal characteristics. They seek ongoing growth in counseling and supervision through continuing education activities, self-evaluation, and feedback from supervisees, clients, other supervisors, and colleagues.

Good supervisors also have the professional skills of good teachers (e.g., applying learning theory, developing sequential short-term goals, evaluating interventions and supervisee learning) and good consultants (e.g., objectively assessing problem situation, providing alternative interventions and/or conceptualizations of problem or client, facilitating supervisee brainstorming of alternatives, collaboratively developing strategies for supervisee and client growth). In fact, good supervisors are able to function effectively in the roles of teacher, counselor, and consultant, making informed choices about which role to employ at any given time with a particular supervisee.

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Development of the Supervisor

Existing models of supervisor development (Alonso, 1983; Hess, 1986; Stoltenberg & Delworth, 1987) give brief descriptions of supervisor stages of growth, and are quite different in their theoretical perspectives. Two assume that supervisors receive no training for their role, but change with experience and age. Only a few researchers have investigated novice supervisors; even fewer have conducted comparison studies of novice and experienced supervisors. These writings provide a fairly consistent profile of novices, but little information is available about how novices learn about supervision and develop a supervisor identity, how they think and behave at various stages of development, and what factors encourage (and discourage) their development.

In general, novices are characterized as self-doubtful, leery of being evaluative or confrontive, tending to be highly supportive and/or didactic, concrete, structured, and task-oriented. There is little flexibility in approach, with novices relying on their more familiar counseling skills and focusing more on the client and client and counseling dynamics than on counselor development. Novice supervisors also seem to have personalized supervision styles that remain stable across supervisees.

Perhaps surprisingly, comparison studies have yielded few differences between novices and experienced supervisors. In general, more experienced supervisors seem to use more teaching and sharing behaviors, and they and their supervisees are more active. Ratings of effectiveness, however, find novices to be equally effective as experienced supervisors.

There are several plausible explanations for these results. First, novices typically supervise beginning counselors, which may be the pairing that allows novices to be and/or to be seen as most effective by their supervisees. Second, "experienced" supervisors in these studies often are relatively inexperienced and, most importantly, typically have received no training in supervision. In other words, comparisons of inexperienced and experienced are not representative of comparisons of novice and expert. In fact, the expert supervisor has yet to be described empirically, particularly in terms of their actual behaviors and conceptual skills.

Conclusion

One joy and challenge of being a supervisor is the necessity of using skills from a variety of professional roles and knowing when to use each one. I must draw on my teaching, counseling, and consultation background, but integrate them in a unique way. During one supervision hour I may be highly structured; at the next, I may deliberately avoid giving suggestions. With each I am operating on today's goals within a larger context of long-term development.

A second challenge is the necessity of attending to several different levels at the same time. I am responsible for what happens to the client and to the counselor. I must be aware of counselor-client dynamics, supervisor-supervisee dynamics, and any similarities between them. I must think about what the client needs, then determine how I can help the counselor provide that for the client. I must consider the impact of the client on the counselor, client on supervisor, counselor on client, and counselor on supervisor, in addition to the supervisor's impact on counselor and client. I must assess the counselor's readiness for my intervention, taking into account a myriad of factors (e.g., developmental level, skill level, anxiety and typical ways of handling anxiety, motivation, learning style, response to authority figures, etc.). I must be cognizant of maintaining an optimum balance of challenge and support during the supervision session and across time. I have to be aware of all of these dynamics and then, almost instantaneously, create an elegant response.

As a novice supervisor, these were the exhilarating aspects of my new professional role, and they are the aspects that my students repeatedly cite as the great fun in doing supervision. When I think back to time spent with my own good supervisors, this is, gratefully, what I received. Today, as an experienced supervisor, these are the standards I set for myself - and sometimes achieve. And, as a supervisor educator, these are the measures I offer supervisor trainees so that they, too, can become "good supervisors."

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Fostering Counselors' Development in Group Supervision

Pamela O. Werstlein

Merits of Group Supervision

Counselor's learning and continued development typically is fostered through concurrent use of individual and group supervision. Group supervision is unique in that growth is aided by the interactions occurring between groups members. Counselors do not function in isolation, so the group becomes a natural format to accomplish professional socialization and to increase learning in a setting that allows an experience to touch many. Supervision in groups provides an opportunity for counselors to experience mutual support, share common experiences, solve complex tasks, learn new behaviors, participate in skills training, increase interpersonal competencies, and increase insight (MacKenzie, 1990). The core of group supervision is the interaction of the supervisees.

Collaborative learning is a pivotal benefit, with the supervisees having opportunities to be exposed to a variety of cases, interventions, and approaches to problem solving in the group (Hillerband, 1989). By viewing and being viewed, actively giving and receiving feedback, the supervisee's opportunities for experimental learning are expanded; this characterizes group supervision as a social modeling experience. From a relationship perspective, group supervision provides an atmosphere in which the supervisee learns to interact with peers in a way that encourages self-responsibility and increases mutuality between supervisor and supervisee.

Groups allow members to be exposed to the cognitive process of other counselors at various levels of development (Hillerband, 1989). This exposure is important for the supervisee who learns by observing as well as speaking. Finally, hearing the success and the frustrations of other counselors gives the supervisee a more realistic model by which they can critique themselves and build confidence.

Models of Group Supervision

Bernard and Goodyear (1992) summarized the typical foci of group supervision: didactic presentations, case conceptualization, individual development, group development, organization issues, and supervisor/supervisee issues. Models for conducting group supervision detail experiential affective approaches designed to increase the supervisees' self-concept and ability to relate to others, and/or cognitively focused activities, such as presenting cases which broadens the counselor's ability to conceptualize and problem-solve. Whie the literature provides information on how to conduct these activities, less obvious are the reasons why certain activities are selected and when the activities are most appropriate to use.

Borders (1991) offered a model that details reasons with the suggested activities. Groups may be used to increase feedback among peers through a structured format and assignment of roles (e.g., client, counselor, and other significant persons in client's life) while reviewing tapes of counseling sessions. "Role-taking" encourages supervisees to assume more responsibility in the group as feedback is offered from several viewpoints.

Models provide almost no attention to how the supervisor is to make judgments about the use of "group process." The supervisor has little guidance about how to use the collective nature of the group to foster counselor development.

Similarly, the development of the group has not been the focus of researchers — only a few empirical studies have been conducted to examine group supervision. Holloway and Johnston (1985), in a review of group supervision literature from 1967 to 1983, suggested that peer review, peer feedback, and personal insight are all possible to achieve while doing supervision in groups. Focus on the development of the group is not apparent in these studies, yet the term "group supervision" is defined with an emphasis on the use of group process to enhance learning.

Group Supervision Process

As above indicates, the group supervision format requires that supervisors be prepared to use their knowledge of group process, although how this is to be done is very unclear. A recent naturalistic study of four groups across one semester provided some initial insights. Werstlein (1994) found that guidance and self-understanding were cited by supervisor and supervisees as the most important "therapeutic factors" (Yalom, 1985) present in their group. In addition, the initial stages of group development were apparent. Less noticeable were the later stages of group development which are characterized by higher risk behaviors that increase learning (Werstlein, 1994). Clearly, additional work is needed to clarify the process variables of group supervision and the role of the group leader (supervisor).

Supervisor as Group Leader

Based on existing group supervision literature and small group literature, the following guidelines are offered to supervisors who wish to address process in group supervision:

1. Five to eight supervisees meeting weekly for at least one and one half hours over a designated period of time (i.e., semester) provides an opportunity for the group to develop.
2. Composition of the supervision group needs to be an intentional decision made to include some commonalities and diversities among the supervisees (i.e., supervisee developmental level, experience level, or interpersonal compatibility).
3. A pre-planned structure is needed to detail a procedure for how time will be used and provide an intentional focus on content and process issues. This structure can be modified later in accordance with group's climate.
4. A pre-group session with supervisees can be used to "spell-out" expectations and detail the degree of structure. This session sets the stage for forming a group norm of self-responsibility and does not interfere with group development.
5. Supervisors may use "perceptual checks" to summarize and reflect what appear to be occurring in the here-and-now in the group. Validating observations with the supervisees is using process. Be active, monitor the number of issues, use acknowledgements, and involve all members.
6. Supervisees' significant experiences may be the result of peer interaction that involves feedback, support, and encouragement (Benshoff, 1992). Exploring struggles supports learning and problem-solving.
7. Bernard and Goodyear (1992) provided an excellent overview of the group supervision literature. Many ideas are available for structuring case presentations and the entire group sessions. Also, reviewing materials on group facilitation with a particular focus on dealing with process is essential.
8. Competition is a natural part of the group experience. Acknowledge its existence and frame the energy in a positive manner that fosters creativity and spontaneity.

In preparation for group supervision, communicate the following to the supervisees about how to use group process:

1. Learning increases as your listening and verbal involvement increases. Take risks and reveal your responses and thoughts.
2. Decrease your personalization of frustration by sharing with your peers. You will be surprised how often other supervisees are experiencing the same thoughts and feelings.
3. Intentionally look for similarities as you contemplate the relationships you have with your peers in the group with the relationships you are having with clients. Discuss similarities and differences.
4. Progress from client dynamics to counselor dynamics as you present your case. Know ahead of time what you want as a focus for feedback and ask directly.

Summary and Conclusions

Integration of knowledge and experience is greatly enhanced by group supervision. Existing literature emphasizes the importance of a structure that outlines procedures for case presentation and supervisee participation; less obvious are approaches to address group development. It is essential the we fill in these gaps in the literature by systematically gathering data that establishes the unique aspects of using groups for supervision.

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Peer Consultation as a Form of Supervision

James M. Benshoff

The importance of extensive, high-quality counseling supervision has become increasingly recognized as critical to learning, maintaining, and improving professional counseling skills (Bernard & Goodyear, 1992). Yet, for many professional counselors, the availability of regular counseling supervision by a qualified supervisor is very limited or frequently nonexistent. Even counselors who receive ongoing supervision of their counseling practice may not have the type, frequency, or quality of supervision they desire. Peer supervision/ consultation (Benshoff, 1992; Remley, Benshoff, & Mowbray, 1987) has been proposed as a potentially effective approach to increasing the frequency and/or quality of supervision available to a counselor.

Peer Consultation Defined

Arrangements in which peers work together for mutual benefit are referred to as peer supervision or peer consultation. Peer *consultation*, however, may be the more appropriate term to describe a process in which critical and supportive feedback is emphasized while evaluation is deemphasized. Consultation, in contrast to supervision, is characterized by the counselor's "right to accept or reject the suggestions [of others]" (Bernard & Goodyear, 1992, p. 103). Yet, the terms "peer supervision" and "peer consultation" both can be used to describe similar nonhierarchical relationships in which participants have neither the power nor the purpose to evaluate one another's performance.

The basic premise underlying peer consultation is that individuals who have been trained in basic helping skills can use these same skills to help each other function more effectively in their professional (or paraprofessional) roles. Peer consultation experiences can offer a number of benefits to counselors (see Benshoff & Paisley, 1993), including:

- Decreased dependency on "expert" supervisors and greater interdependence of colleagues;
- Increased responsibility of counselors for assessing their own skills and those of their peers, and for structuring their own professional growth;
- Increased self-confidence, self-direction, and independence;
- Development of consultation and supervision skills;
- Use of peers as models;
- Ability to choose the peer consultant; and,
- Lack of evaluation.

Peer Supervision/Consultation Models

Although several peer supervision/consultation models have been proposed, some are more closely related to traditional supervision experiences, incorporating expert leaders or supervisors in the process (e.g., Wagner & Smith, 1979). Spice and Spice (1976) proposed a triadic model of "true" peer supervision in which counselors work together in triads, rotating the roles of commentator, supervisee, and facilitator through successive peer supervision sessions. This model relies on the counselors themselves to assume tasks and responsibilities normally performed by counseling supervisors.

In the SPCMs, peers work together in dyads to provide regular *consultation* for one another (usually on a weekly or biweekly basis). SPCMs include many traditional ***supervision*** activities such as goal-setting, tape review, and case consultation. Other activities include discussion of counseling theoretical orientations, examination of individual approaches to working with clients, and exploration of relevant counseling issues.

The SPCMs provide a clear and detailed structure for each session that is designed to keep peer consultants focused on specific consultation tasks, yet also allow for modifications to fit individual needs and styles. For example, a detailed, step-by-step process is described for critiquing counseling tapes. Counselors are encouraged to use these instructions as a starting point for developing their own approaches to reviewing tapes and providing relevant and meaningful feedback to their partner.

In contrast to traditional models of counseling supervision, the emphasis in peer consultation is on helping each other to reach self-determined goals rather than on *evaluating* each other's counseling performance. This lack of evaluation and the egalitarian, nonhierarchical relationship that is created between peer consultants offers opportunities for different types of experiences than may be had with designated counseling supervisors. Peer consultants must assume greater responsibility for providing critical feedback, challenge, and support to a chosen colleague. In so doing, however, they also must assume greater responsibility for examining and evaluating their own counseling performance. Feedback from those who have participated in peer consultation consis-

tently reflects a sense of empowerment that comes from setting one's own goals, making the process of peer consultation work, and finding structure and direction for themselves within the framework of the model (cf., Benshoff & Paisley, 1993).

In choosing a peer consultant, counselors can consider several factors. Probably the most important consideration, however, is the compatibility of schedules and the commitment to meet on a regular basis. Counselors may wish to choose a peer consultant who works in a similar work setting or may wish to get a different perspective from a counselor in another type of counseling setting. Similarly, counselors may wish to choose a peer consultant who shares a similar theoretical approach to counseling or someone with a different theoretical approach who can help to broaden their perspectives on client issues. To be successful, the peer consultation process requires counselors to be motivated, to commit to meeting with each other on a regular basis, and to be open to giving and receiving critical feedback (as well as support) on counseling skills.

Research on Peer Consultation

A growing body of empirical evidence supports potential contributions of peer consultation. Seligman (1978) found that peer supervision helped to increase counselor trainees' levels of empathy, respect, genuineness, and concreteness. Wagner and Smith (1979) reported that counselor trainee participation in peer supervision resulted in greater self-confidence, increased self-direction, improved goal-setting and direction in counseling sessions, greater use of modeling as a teaching and learning technique, and increased mutual, cooperative participation in supervision sessions.

Several studies have been conducted using SPCMs (see Benshoff, 1992). In one, participants overwhelmingly (86%) rated peer supervision as being very helpful to them in developing their counseling skills and techniques and deepening their understanding of counseling concepts. Two aspects of peer supervision were cited as being especially valuable: (1) feedback from peers about counseling approach or techniques, and (2) peer support and encouragement. Another study using an SPCM with counselor trainees suggested that, while the model may be useful for counselor trainees regardless of level of counseling experience, participation in peer consultation may have a greater impact on factors such as self-confidence and comfort level (which were not assessed) than on actual counseling effectiveness. A third study, in which types of verbalizations used by peer consultants (beginning counselors) were examined, confirmed that peer consultants were, in fact, able to use basic helping skills to provide consultation to their colleagues. School counselors who used an SPCM (Benshoff & Paisley, 1993) were overwhelmingly positive and enthusiastic about the value of structured peer consultation, citing the structure that the model provides as being particularly important. Paraprofessionals (college resident assistants) expressed similar enthusiasm for their peer experience, and felt that they received valuable support, new ideas, and assistance with problem-solving from their peer consultants (Benshoff, 1993).

Conclusion

Research provides accumulating support for the value of peer consultation/supervision experiences for professional counselors. Although counselors have been enthusiastic about their experiences, it has been difficult to identify appropriate outcome measures for peer consultation. Future researchers should continue to attempt to identify and quantify the unique contributions of this type of experience for counselor development. In addition, peer consultation models should be compared to traditional counseling supervision experiences to determine the relative contributions of each to the continuing development of professional counselors.

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ERIC CLEARINGHOUSE ON Counseling And Student Services

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Supervision of School Counselors

Patricia Henderson

The Need

Professionally appropriate supervision is emerging as a highly effective means of nurturing school counselors' professional development. New challenges in schools and increased understanding of the complexity of professional development dictate the need for increased attention to and use of effective supervision practices. Today's children and youth need highly skilled help in managing the complicated situations in which they live. School counselors see an increasing number of suicidal children as well as adolescents. The upsurge in substance abuse, gang involvement, and violence are well publicized. Increasingly, parents turn to the schools to help them solve problems that face them, including those posed by their children. In order to effectively help children in their classrooms, teachers seek consultative help from counselors. The comprehensive guidance programs (Gysbers & Henderson, 1994) being implemented in today's schools call for school counselors to use *all* of their professional skills.

Focused and constructive supervision is of benefit to all practitioners whether they are novices or experienced, highly competent or insufficiently trained. Due to reductions in caseloads, renewed commitment to elementary counseling, and retirement of counselors who entered the field in the 1960's, the number of new school counselors is increasing. As noted by Matthes (1992), "we expect novice counselors to assume the same responsibilities as experienced counselors" (p. 245). They encounter the same complex problems posed by today's students and they face similar ethical dilemmas. Such problems require the consultative and educative assistance of a competent counselor supervisor.

Wiggins' (1993) longitudinal study adds urgency to the need for supervision by experienced counselors. He found that "more than 28% of the total group ... were independently rated as low in effectiveness ... 10 years previously [and] were still rated in that manner — and still employed as counselors" (p. 382). Clearly, in the ten year period, supervisory interventions would have helped some of these counselors improve the quality of their performance!

The Process

Although it is a relatively new discipline, supervision is compatibly defined in both education and in counseling. The purpose of supervision is the growth and enhanced effectiveness of the practitioner (Borders, 1991; Sergiovanni, 1984). "It is characterized by a cycle of feedback, practice, and additional feedback" (Borders, 1991, p. 253), based on interpretation of gathered data in light of established standards.

Because of the emphasis on skill-based performance evaluations generated by educational reform, many states (e.g., Mississippi, North Carolina, Texas) have defined school counselors' roles and needed competencies: program management, counseling, guidance, consulting, coordinating, student appraisal, and referral. With these behavioral standards as a basis, supervisors and counselors operate with the same definitions for effective performance. The value of timely feedback has been reinforced in the career-ladder-related-teacher-appraisal systems, setting the climate for the same practice for all categories of educators.

Clinical, developmental and administrative supervision

When competently done, supervision not only enhances the quality of counselors' skills, but also helps hone professional judgment, "encourages greater self-awareness, and fosters an integrated professional and personal identity as a counselor" (Borders, 1991, 253). Barret and Schmidt (1986) outlined a useful schema for distinguishing between the kinds of supervision needed for/by school counselors: clinical, developmental, and administrative. In this distinction, the purpose of each supervision type accounts for the different procedures used by the various supervisors available in schools.

The purpose of clinical supervision is enhancement of counselors' professional skills and ethical functioning. The data sources which support clinical supervision include observations of counselors applying their professional skills and values. In the school setting, the typical opportunities for gathering data to support clinical supervision are available (e.g., live and/or recorded observations, case presentations, and consultations). Clinical supervisors must be counselors who are competent in the school counselor functions and in supervision practices.

The purpose of developmental supervision is improvement of the guidance and counseling program and counselors' pursuit of professional development. Data sources which support developmental supervision are recordings of goals and activities undertaken to attain goals and measures of goal attainment, program plans and implementation calendars, self-reports, and consumer satisfaction surveys. Developmental supervi-

sion is best provided by competent school counselors from the same system as the supervisee.

The purpose of administrative supervision is assurance that counselors have worthy work habits, comply with laws and policies, relate well with other school staff and parents, and otherwise work effectively within the school system. Data sources supporting administrative supervision are such things as work schedules, recordkeeping and documentation systems, and evidence of team efforts. Either school counselor supervisors or building administrators may be providers of administrative supervision.

Performance Improvement Systems

Particularly relevant in the school setting is clarifying the place of supervision in the overall system for helping counselors' improve their performance. Whether or how data used in supervision will apply to summative evaluation needs to be spelled out. Supervision provides opportunities for personalizing the professional development processes. The combination of feedback from supervision and from performance appraisal is data which counselors and their supervisors use as the basis for professional development goals.

Supervisors

The cyclical nature of the supervisory process is enhanced by the lengthy supervisor-supervisee relationships typical of elementary and secondary school settings. The multiple opportunities for supervision over significant lengths of time allow supervisory relationships to be rich ones.

The primary obstacles to fully effective school counselor supervision are caused by the insufficient number of school counselor-competent supervisors. Where there are such supervisors, there is little or no relevant counselor-supervisor training available and/or no specialized certification required. Although the building principal can provide useful administrative supervision, it is unlikely that they are current in the clinical functions of counseling. Competent school counselors are usually available to fulfill the developmental and clinical supervision roles, but they often lack training and certification in supervision.

Although development of the appropriate job descriptions and provision of the relevant training at this time are the responsibility of local school districts (Henderson & Lampe, 1992), the *Standards for Counseling Supervisors* (Dye & Borders, 1990) and the *Curriculum Guide* (Borders et al., 1991) provide the guidelines needed. A pool of potential clinical and/or developmental supervisors are available in many communities. Current school counselors can fulfill roles as peer supervisors. An increasing number of mid-sized school systems employ central office-based guidance supervisors. Some intermediate education agencies and some state departments of education provide such expertise. Schools are also contracting with community-based, Licensed Professional Counselors, or counselor educators.

The Status

Supervision of professional practice is an effective, but perhaps underutilized means of nurturing the professional development of new and experienced school counselors. It is a personalized vehicle for assuring that children, their families, and teachers benefit from quality services. For counselor supervision to be practiced more universally in the nation's schools, states need to require appropriate certification, counselor education programs need to offer appropriate counseling supervisor training, and schools and district counseling supervisors need to report their counselor supervision practices and findings.

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Supervision of Marriage and Family Counselors

Annette Petro Cryder, Donald L. Bubenzer, John D. West

Overview: Distinctiveness and Complexity

The adage "training shapes practice" describes the work of most marriage and family supervisors. Taking this metaphor one step backward, most marriage and family supervisors also believe that "theory shapes training." In terms of theory, the defining hallmark of marriage and family supervision during its brief history has been a systemic orientation (Smith, 1993). Other distinguishing features include a reliance on live forms of supervision, and the viewing of ethical issues within larger familial, cultural, and societal contexts (Smith, 1993).

The Complex Family System and Its Influence on Supervision

A family system is often described as constantly evolving and self-regulating. During counseling, systemic change occurs via interactions among family members and via interactions with other systems (e.g., the supervisor, the counseling team, social service agencies, legal systems, and others) (Pirrotta & Cecchin, 1988). Furthermore, each client family can be understood as a special group of people sharing a unique history, and featuring unique operating rules and social behaviors.

For these reasons, marriage and family supervisees face a particularly complex and powerfully dynamic counseling situation in which they may experience a high level of anxiety (Pirrotta & Cecchin, 1988). Commonly used supervisory approaches, described below, may be thought of as avenues to effectively manage both the complexity and power of the family system, and any resulting supervisee anxiety (Pirrotta & Cecchin, 1988).

Anxiety also may occur when supervisees face counseling situations that parallel their own family backgrounds. Typically, rather than helping supervisees resolve family of origin concerns, marriage and family supervisors focus on helping supervisees develop clinical skills (AAMFT, 1993). Accepted practice among marriage and family supervisors is to provide competency-based supervision that is "clearly distinguishable from personal psychotherapy" (AAMFT, 1993, p. 17). This practice speaks to the general belief that with a solid repertoire of clinical goals and skills, supervisees can manage both their own emotions and issues and those of the families they counsel.

Marriage and Family Supervisory Modalities and Their Benefits

Marriage and family supervisors regard live supervision as particularly effective, because the supervisor can assist both the supervisee and the family by altering the course of counseling as it occurs. Modalities include telephone interventions, consultation breaks with trainees, and supervisor-as-co-counselor. Other conventional supervisory methods include delayed video or audiotape review, and verbal reports.

One goal of videotape review is to help trainees improve what Tomm and Wright (1979) described as perceptual and conceptual skills. After watching part of a videotaped session, supervisees might be asked, for example, to describe family members' common themes or behavioral interactions, to reflect on interventions that might work in similar future situations with client families, or to describe what they have learned about marriage and family counseling from the session. Using the supervisee's verbal reports also encourages clinical growth. Verbal reporting allows a mutual questioning process between supervisor and supervisee that helps the supervisee organize information about client families into useful frameworks for consideration (West, Bubenzer, Pinsoneault, & Holeman, 1993).

Contemporary Forces Shaping Marriage and Family Supervision

As societal perspectives change, so do marriage and family counseling and supervision. Because marriage and family supervisors view families within the larger social context, the field of marriage and family supervision may be more immediately influenced by changes in the social fabric than other related disciplines. Emerging forces affecting marriage and family counseling and supervision include the evolution of social constructionist ideas, the challenge of the feminist critique, a growing awareness and recognition of cultural diversity, and the assimilation of current research into training (Smith, 1993).

Social Constructionism: Impact on Marriage and Family Supervision

Many ideas changing marriage and family supervision arose from a social constructionist perspective. This is the perspective that "realities are created and formed by our views of the world" (West et al., 1993, p. 136). Imbedded in this view is the assumption that there is no one "correct" reality; that there may exist a multiplicity of useful opinions concerning how to live life, and how to view the world. Counseling interventions informed by social constructionism often involve questioning sequences that illuminate new perspectives on life and new possibilities for living. Still, despite these more collaborative supervisory approaches, it continues to be true that supervisors oversee the work of supervisees, and "should recognize their legal responsibilities for cases seen by their supervisees" (AAMFT, 1993, p. 12).

Reflecting Team Supervision

One constructionist supervision method uses a reflecting team of peers. The process often begins with an interview in which one person questions a supervisee about a counseling-related case or dilemma while the team silently observes. Afterwards, team members share a variety of observations and thoughts they believe may help the supervisee in working with families. Some purposes of reflecting teams include a) having supervisees actively engage in co-constructing realities through the isomorphic form-follows-function reflecting process, b) creating a collaborative and supportive training atmosphere, and c) encouraging the sharing of alternative perspectives that may help supervisees solve counseling impasses or dilemmas (Davidson & Lussardi, 1991). Team members' thoughts are shared with the supervisee in a speculative manner, and are often posed using question stems such as "I wonder what would happen if ... " "Could it be that..." or "How would things be different if...."

Narrative-Informed Supervision

Another constructionist perspective increasingly used in marriage and family supervision emphasizes the self-defining nature of narratives. This perspective has been most fully developed by White (1992), who believes that the narratives we construct reflect and shape our reality and the way we live our lives. During supervision, White highlights supervisees' useful narratives about their "life as a therapist" (White, 1992, p. 86). The supervisor (or a reflecting team) helps the trainee in identifying and expanding "unique outcomes" (White, 1992) in counseling sessions, those breakthrough times when the trainee did something pivotal that helped the client family. The supervisor helps the supervisee weave these unique outcomes into an evolving narrative about the trainee's "preferred way of being a counselor." Examples of possible questions are "What does this [unique outcome] say about you as a counselor?" "What do you think the family members might tell me about how you helped them?" "What does this suggest about the future direction of your work?" (White, 1992).

Summary

Throughout its history, the field of marriage and family supervision has been shaped by the systemic orientation of its practitioners. Some prominent features of this orientation are a reliance on live forms of supervision, a contextual view of client families, and an educational supervisory role that emphasizes supervisee skill-building. Promising additions to the field of marriage and family supervision involve questioning and collaborative team approaches that aid trainees in exploring and living out their ideal ways of being counselors.

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Clinical Supervision in Addictions Counseling: Special Challenges and Solutions

Gerald A. Juhnke and John R. Culbreth

Overview

Since the early 1970's addictions counseling has experienced significant growth and change. Addictions treatment has become "big business" and as a result, there is a new consciousness for cost management and containment. Top priorities now include reducing staff turnover, preventing employee burnout, and maintaining credentialing to meet insurance reimbursement requirements (Powell, 1990). As the field matures, continued professional training becomes increasingly important. Declining budgets within many agencies, however, often prohibit participation in costly seminars designed to promote advanced clinical skills. A solution to this dilemma is ongoing, in-house clinical supervision (Powell, 1991).

In the addictions profession's infancy, supervision was often little more than a more senior level helper telling another what to do. In addition, directions to the junior level treatment provider were primarily based upon the supervisor's personal recovery experience. Today, a more professional and systematic approach to clinical supervision is warranted. A good counselor won't necessarily be a good supervisor (Machell, 1987). Therefore, addictions supervisors need to be well versed in both advanced supervision techniques and addictions counseling.

Despite increased numbers of addictions treatment programs over the past twenty years, addictions supervision has been virtually neglected. Evidence of this is demonstrated through the limited number of journal articles written on the topic of addictions supervision. For example, a recent search for articles written on the topic resulted in only ten citations; of these, only four specifically addressed the topic of providing clinical addictions supervision.

One conspicuous exception has been the work of David Powell, who has written consistently about addictions supervision since the mid 1970s. His seminal writings have resulted in descriptive and data-based articles, culminating in the recent publication of his second book on supervision in addictions counseling. Powell (1993) has developed a model of clinical supervision which blends aspects of several supervision theories. His model is developmental in nature and addresses nine descriptive dimensions of clinical supervision issues (e.g., influence, therapeutic strategy, counselor in treatment, etc.). Powell also outlines issues specific to addictions counseling and supervision. It is because of these unique aspects of addictions counseling that attention is greatly needed in the area of supervision.

What Makes Addictions Supervision Different?

Although a great number of issues related to the supervision process are similar across different types of counseling (e.g., school, mental health, family, career, etc.), at least three supervision issues are idiosyncratic to substance abuse counseling and deserve special attention (Powell, 1993). First, a significant number of addictions treatment providers are paraprofessionals. Unlike professional counselors, paraprofessionals have not fulfilled the educational requirements for a master's degree in counseling or an allied human service field. Paraprofessionals in some states are required to have little more than a high school diploma or equivalent and pass a state certification examination. They, therefore, lack formal graduate school instruction pertinent to the eight common core areas considered rudimentary to the counseling profession (i.e., human growth and development, social and cultural foundations, helping relationships, group, lifestyle and career development, appraisal, research and evaluation, and professional orientation). Paraprofessionals also may lack the fundamental counseling skills typically developed through participation in an organized sequence of practica and field-practica experiences (e.g., counseling internships) common to counselor education program graduates. The implication for supervision is clear. Supervisors must be continually aware that paraprofessionals lack fundamental counselor training. Therefore, the supervision milieu must contain a strong educational component to ensure a minimal level of skill and knowledge-based competencies. Supervisors may find that informal lectures related to counseling theories and practice of counseling techniques enhance clinical sophistication and promote greater treatment effectiveness. Undoubtedly, clinical supervisors working with paraprofessionals who lack adequate training may need to assume a greater proportion of the responsibility for treatment planning and can help paraprofessionals learn how to apply their existing skills with diverse clients.

A second complicating factor related to addictions supervision is that many professional counselors and paraprofessionals facilitating addictions treatment strongly believe that one must bein recovery to provide effective treatment (Powell, 1993). Treatment providers espousing such a "recovery-only" position may be highly resistant to supervision from non-recovering persons. Direct inquiry by the supervisor can be helpful in understanding the counselor's position on this matter. For example, the supervisor may find it helpful to ask the supervisee, "How will my not being in recovery effect our supervision relationship?" Whatever the response

indicated by the supervisee, the supervisor will need to follow-up by asking, "How can we effectively work together so our clients receive the best possible treatment?" Such directness is typically prized within the substance abuse community and encourages supervisee honesty. Failure to address this important topic can result in pseudo-supervision, which wastes valuable time and inevitably impedes client progress. Even the most adamant helper who believes one needs to be in recovery to facilitate effective addictions treatment, will typically recognize the benefits of supervision when the emphasis is placed upon working together for the sake of the client.

Finally, it should be noted that to some degree all treatment providers' are influenced by personal issues. In an attempt to be helpful, however, recovering helpers may be particularly vulnerable to imposing their personal experiences and unconscious beliefs on a client (e.g., what worked for me will work for you). A client's relapse also may provoke unconscious responses in the recoveringhelper (i.e., loss of empathy, reduction in patience, etc.) which may negatively effect the counseling relationship. Therefore, the supervisor's attentiveness to these possible issues is critical. Encouraging recovering helpers to embark on a "recovery expedition" can be helpful. Here, helpers ask others how they initiated their recovery experience and what things they find helpful to maintain chemical abstinence. Participation in the recovery expedition teaches helpers that there exists no single method in which people initiate or maintain the recovery process. Helper behaviors, cognitions and feelings resulting from a client's relapse or a client's unwillingness to commit to the abstinence process can be discussed within small group experiences. Such small group experiences can promote effective ways of dealing with anger, frustration, and fear related to the helper's own recovery.

Other Ingredients Vital to the Supervision Process

Because supervision has been neglected within many addictions agencies, basic supervision practices are often foreign to addictions helpers. Therefore, it is critically important for addictions supervisors, as it is for all supervisors, to establish supervision practices in a nondemeaning manner which emphasizes client benefits. To secure such practices, it is imperative that addictions supervisors: 1) establish a solid working relationship with the supervisee, 2) assess the supervisee's counseling skills, 3) agree to contract for the conduct of supervisory sessions, and 4) establish learning goals with the supervisee (Borders & Leddick, 1987). Mutually agreed upon goals for supervision need to be concrete, attainable, and specific. Together, both the supervisor and the supervisee need to determine methods for attaining these goals and ways to evaluate progress in each area (Bradley & Boyd, 1989).

Effective supervision principles include consistent meeting times and a collegial atmosphere, both of which contribute to a working relationship vis-a-vis a structured hierarchy in which thesupervisor dictates counseling interventions. This promotes the supervisee's "ownership" of the case. As both supervisor and supervisee become more familiar with the working relationship, professionalism grows and clients benefit. This typically lends to increased supervisee effectiveness and satisfaction.

Conclusion

A number of factors endemic to the addictions field make supervision within this community both challenging and rewarding. Effective supervision requires developing the skills of front-line staff at all levels and addressing possible supervisee concerns related to non-recovering treatment providers. When these issues are adequately addressed within the supervision process, the promotion of professionalism and professional identity will occur.

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Administrative Skills in Counseling Supervision

Patricia Henderson

The administrator of a supervision program is the person ultimately responsible for the quality of supervision provided and the effectiveness of supervisory staff. Conceptually, the supervision "program" includes not only the staff of supervisors, but also the activities they do, outcomes they strive to help their supervisees achieve, materials and resources they use, and means by which the activities, outcomes, and staff performance are evaluated. Administrators of supervision programs include school system, central office-based guidance directors who administer the supervision activities of campus-based counseling department heads; counselor-owners of private practices with multiple counselor supervisors; heads of counselor education departments with multiple faculty members supervising intern and practicum students; and counselor educators responsible for field-site practicum and internship supervisors of their students.

Program Management

Administrators provide leadership and direction to supervision programs by developing and upholding the program mission and the goals of supervision. To ensure effective implementation of the program (and the related counseling activities), administrators must know and be able to articulate for the staff and others the purpose, value, and goals of supervision, including its contribution to the quality of the counseling program. Essential here are knowledge of and commitment to the professional standards of counseling performance, ethics (American Counseling Association, 1988), and supervision (Dye & Borders, 1990), as well as the relevant legal standards. Administrators must be able to articulate how supervision relates to performance evaluation and to other professional development activities. They need to be able to facilitate the establishment of program priorities and to assist counselors and/or supervisors in establishing relevant objectives which not only will maintain the program, but also cause its improvement.

Administrators need to help supervisors be clear about the priority of supervision in relation to other aspects of their jobs. Supervisors of school or agency counseling departments with multiple counselors often have counseling caseloads in addition to supervision responsibilities. Counselor educators often carry teaching or advisement responsibilities in addition to supervising practicum and internship students.

Administrators not only are accountable for the provision of high quality supervision, they also are accountable for resultant improvement in the performance of supervisees/counselors, and ultimately for assuring effective treatment for clients. Based on their evaluations of supervisors' competence, administrators have a responsibility to match supervisors and counselors for optimum professional development, and for establishing efficient systems for matching counselors and clients for optimum personal development. They also must be able to develop, with supervisors, the system for monitoring client progress. Establishing systems that are not burdensome to the staff is often a challenge to the administrator. Writing skills are needed for documentation and for reporting.

In a "business manager" role, the administrator needs skills in acquiring and allocating resources needed for effective and efficient program implementation. Specifically, administrators pursue sufficient budgets, adequate materials, appropriate facilities, and equipment. Managing the supervision program entails handling logistics, such as scheduling to match clients and counselors, counselors and supervisors, making good use of facilities and equipment, and efficiently using time. Administrative skill requisites include being able to develop plans for supervision activities on a yearly, a semester, or perhaps a weekly basis.

Administrators must have the political and communication skills necessary to establish or collaborate with those who establish the policies that support the program and enhance the supervision efforts. They also are responsible for setting workable procedures and rules. They must know how to conduct effective and efficient meetings. Administrators help others in and out of the department to know the value of and best practices within counseling supervision.

Personnel Management

Administrators of supervision should have the knowledge and skills needed to provide leadership to the supervision program staff, as well as the counseling program staff members. "Personnel" within the responsibility of the supervision administrator may include supervisors, supervisees, support staff, and clients. Ideally, supervision administrators are or have been exemplary supervisors (and counselors) and are well-grounded in the knowledge, skills, and experiences of effective counseling supervision. They have developed their own models of supervision and know its steps, procedures, and a wide repertoire of techniques. It is beneficial if adminis-

trators model these and other basic skills to better assure such skills in the supervisors and counselors within their responsibility.

Supervisors and their administrators are involved in relationships with a myriad of dynamics. Prerequisite to skilled administration is having the interpersonal skills necessary to counsel, supervise, and administer such a relationship-based program. Relationships develop and interactions occur between clients and counselors, between counselors and supervisors, and between supervisors and their administrator. These relationships should be characterized by mutual respect, two-way interactions, and a collaborative spirit.

Administrators establish the climates within which their programs operate. Their values are reflected in the program and by the supervisory staff. If they value ethical practice, the worth and dignity of each individual, such are the values of the department, agency, or business. If their personal interactions are characterized by trust and respect, those become hallmarks of the interpersonal climate of the staff. A collaborative leadership style sets a different climate than an authoritarian one.

Usually, program administrators are protectors of the rights of the supervisors, supervisees, other staff members, and clients. They need skills to intervene if needed. Dissatisfied clients, having first discussed their issues with their counselors and then the supervisors, may bring their appeals to administrators. Thus, administrators must listen well and evaluate cases and disputes fairly.

Supervision administrators typically have traditional personnel responsibilities for the supervisors. They need skills in recruitment, hiring, placement, orientation, and induction of new supervisors. They need to be able to write and to clarify job descriptions of the supervisors. Given the dearth of supervisor training, today's supervision administrator needs to be able to train new supervisors as well as provide inservice training for those with experience (Borders et al., 1991; Henderson & Lampe, 1992). They assist supervisors in choosing appropriate supervision methodology when they are faced with problematic supervisees (e.g., those in burn-out, stress, conflict, or who are incompetent). As with the other supervision skills outlined in the Standards (Dye & Borders, 1990), administrators must be able to match their own administrative behaviors to the needs of their "administratees."

Supervision administrators both supervise and evaluate supervisor performance and suggest goals for supervisors' professional development. As is often true with supervisors and supervisees, these responsibilities may appear to the supervisor ("administratee") to overlap or even be in conflict. Administrators need to be clear as to which role they are fulfilling in any given situation. They need to be able to distinguish between formative supervision and summative performance evaluation. They need to be able to evaluate fairly and to provide constructive criticism.

Finally, supervision administrators need to pursue their own meaningful professional development. Administrators are professional models to their staff members, and should exemplify excellence in counseling and supervisory as well as administrative professional knowledge and skills.

Issues

As both counseling and counseling supervision are developing disciplines, so too is the administration of counseling supervision. Appropriate training, based on the ACES-developed *Curriculum Guide* (Borders et al., 1991), needs to be provided for counseling supervisors and extended for administrators of counseling supervision programs. When training is accessible, appropriate certification and licensing requirements need to be established. Perhaps before all of that can happen, more discussion of the topic needs to occur in the profession.

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ERIC DIGEST

April 1994

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Use of Technology in Counselor Supervision

John A. Casey, John W. Bloom, Eugene R. Moan

Overview

Each generation of new technology, from audiotapes and videotapes to fax machines and virtual reality, creates challenges and opportunities for the counseling supervisor. Increased use of computer related technologies has given this generation of supervisors new ideas for integrating technology within both practicum and internship stages of training.

Practicum: Networked Computers, Personal Digital Assistants

At the practicum stage of supervision (when students work with actual clients under direct supervision), technological aids are rapidly opening up new windows of opportunity for both *live* and *delayed supervision*.

Live supervision

The telephone and the "bug-in-the-ear" are probably the two best known traditional methods of live supervision. A supervisor, observing a session from an adjacent room through a one-way mirror, sends and receives messages to the counseling students as the session progresses. One limitation of these approaches, however, has been its disruptive intrusion on the counseling process.

More recently, two *networked computers* have been employed to accomplish the same interchange (Neukrug, 1991). The supervisor observing behind the mirror transmits messages by keyboard entry to the supervisee, who reads the messages and can respond similarly with keyboard entry to the supervisor.

Two networked computers offer additional opportunities. A client completing a standardized instrument online, such as the Diagnostic Interview for Children and Adolescents-Revised™ (Reich et al., 1990), could receive the results during the same session. Persons in the observation room could send additional interpretative hypotheses, aided by access to databases either on CD-ROM locally or through modem and telephone link to a remote location, to the supervisee.

Whether networked computers offer less disruptive intrusion than the telephone or "bug-in-the-ear" is an open question. New advances in *personal digital assistants* (PDA's), such as the Apple Newton™, may provide less intrusive alternatives. The PDA is a small, pocketsized device that recognizes handwritten communication. PDA's will ultimately be capable of simplifying a variety of tasks in supervision with less intrusion upon the counseling process. These could include:

- two-way, wireless communication
- access to remote locations for database searches or journal inquiry, e.g. ERIC
- phone calls and faxes
- retrieval and printing of forms and documents
- test scoring and interpretation.

Delayed Supervision

After a session is completed, students frequently replay audio and videotapes for supervision purposes. Increased availability and affordability of VCR's has allowed students to review tapes and prepare selected segments for later process in supervision meetings. Dual track recording has allowed supervisors to record comments on one track while the session's original soundtrack is preserved on the alternate track. Dual track recording has also been used to accommodate bilingual translations.

The use of technology in delayed supervision has also been reported to review psychophysiological data where emotional states of the supervisee were inferred from electromyograph (EMG), skin conductance levels(SCL), and skin temperature monitoring. Froehle (1984) described videotaping a split screen, with one camera fixed on the counseling session and a second concurrently filming the psychophysiological readings.

"Disk swapping" between supervisor and supervisee could allow for paperless submission and evaluation of such practicum paperwork as case notes and case studies. These case notes and case studies, combined with segments of videotaped counseling sessions transferred to disc, could lead to an "electronic portfolio" to demonstrate attainment of specific counseling skills competencies.

Internship: Electronic Connectivity

When the supervisee leaves the campus for internship, communication with the supervisor is often limited to phone calls or voice mail messages, periodic supervision meetings held weekly or monthly, and anxiety-filled onsite visits. It can be hours, days, or even weeks before a message is returned.

Advances in electronic connectivity present several innovative possibilities for more efficient internship communication utilizing a computer, modem, phone jack,

communications software, and an account on an electronic network. The most well known current examples of electronic connectivity are through services such as the Internet, America On-Line™, CompuServ™, and Prodigy™.

Advantages of electronic connectivity might best be observed by examining TeacherNet (Casey, 1990). TeacherNet, begun in 1989 at California State University, Long Beach, links through electronic conferencing and e-mail, 15 student teachers, 7 classroom teachers, and 11 university based resource people (the direct supervisor plus experts in related fields). Members of TeacherNet sign in with their password through their computer and modem to a local phone number. They then check the "teacher's lounge" for public notices that may be of interest and enter reactions or new postings for others to read. They may choose to send or review private communications exchanged with one or several other network participants. Any written communication can be saved on the members' own computer for future reference. Student teachers are given free loan by the university of the hardware and software for the year, in exchange for a commitment to log on daily to the TeacherNet. A 1990 evaluation of the project indicated participants experienced:

- a widespread sense of connectedness over isolation,
- more frequent and more thoughtful contact between supervisor and supervisee,
- expanded opportunities for collaboration and input from a wider spectrum of consultants,
- enthusiasm for the expanded range of topics the network triggered, including job frustrations and satisfactions, classroom management strategies, and career opportunities, and
- satisfaction with efficient exchange of paperless communication that is easily stored, edited, and retrieved.

The International Counselor Network (ICN) is another model of electronic connectivity that can provide supervision opportunities. Accessible through Internet (and America OnLine™ to those without direct Internet connectivity), the ICN operates through Vanderbilt University and offers nonconfidential supervision through hundreds of counseling practitioners and graduate students around the world. Initial public communication through the ICN can lead to direct e-mail communication between individuals. As of January 1994, over 200 counselors subscribed to the ICN. A cursory review of the hundreds of messages posted in 1993 shows discussions on such topics as AIDS/HIV, learning styles inventories, early intervention programs, consultation, child abduction, and suicide prevention. A large, public network like the ICN appears to offer informational resources while a smaller network like TeacherNet seems to emphasize interpersonal process. Other "mailserv's" and "listserv's" of interest to counselors continue to grow through the Internet and elsewhere.

Compressed video is another form of supervision among remote locations. The University of Wyoming coordinates a video telephone conference call among Wyoming counselors at a scheduled, periodic meeting time. Unlike the ICN, the compressed video conference operates in "real time," with all participants on the telephone lines simultaneously.

Limitations and Ethical Considerations

A wide range of limitations and ethical considerations must be considered when using making appropriate use of technology. Confidentiality, for example, is nearly impossible to guarantee when using wireless communication over airwaves or sending messages through the INTERNET. For a more detailed discussion on limitations and ethical considerations, the reader is encouraged to reference Engels et al. (1984) and Phillips (1984).

Summary

Technological advances have created a multitude of challenges and opportunities for counselors in supervision. From practicum to internship, strategies for improving the supervision experience can be utilized with the appropriate ethical integration of technology.

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April 1994

EDO-CG-94-26

COUNSELLING SUPERVISION: INTERNATIONAL PERSPECTIVES

Michael F. Carroll

The International Dimension of Counselling Supervision

Supervision is often treated as a "univocal" term meaning the same in whatever context it exists. Unfortunately, such is not the case, and even in instances where there is conceptual agreement on what it means, there are still differences on how it is operationalised. Although there is little data to show in which countries supervision exists and to what extent it is influential, there are some indicators about its breadth. The International Conference on Supervision held in London in 1991 drew participants from the United States, Britain, Ireland, Holland, Belgium, Austria, Russia, and South Africa with the opportunity to share how supervision was viewed in different countries. In 1993, I was privileged to spend time in four countries other than Britain (Columbia, South America, Denmark, the United States, and South Africa), providing a further chance to compare and contrast supervision in these contexts. Writings on supervision have emerged from a number of countries other than those mentioned above, including Norway and Australia. This Digest is an attempt to summarise some of these ideas on paper, realising the limitation of how few countries are represented and how impressionistic rather than experimental are the conclusions.

United States and Britain: The Two Strands of Supervision

There seems to be two strands in the history and understanding of supervision, one emerging from the United States and the other from Britain. What distinguishes them is the location of counselling training. In the United States counselling training has largely taken place in and been controlled by the universities, whereas in Britain counselling training has existed almost exclusively within the private domain and only in the past 10 years have Universities become involved. As a result, the United States has concentrated on the conceptual and intellectual pursuit of supervision, while Britain has stressed the practice, the training of supervisors, and the supervision of supervision.

The bulk of supervision writing and research comes from the United States. A number of reviews have summarised the research, models, and components of supervision (Bernard & Goodyear, 1992; Holloway, 1992). More recently, an ethical code for supervisors has been published (ACES, 1993) and there are moves to set up training standards for supervisors and training courses for beginning and experienced supervisors. Within the writings on supervision there is some movement away from what are called "counselling-bound" models of supervision (where supervision is conducted along the lines of the counselling model) to a more generic understanding which emphasises supervision as an educational process in its own right, not tied specifically to counselling orientations. A good example of this integrative, educational approach can be seen in Holloway's (in press) forthcoming book.

In Britain, on the other hand, the focus on training and practice has resulted in a number of supervision training courses (see below), a Code of Ethics and Practice for the Supervision of Counsellors (1988), and an accreditation scheme. The theory/research side however, is not entirely missing. A key text written by Hawkins and Shohet (1989) contains a "Process Model of Supervision" and the authors of two new books on supervision (Carroll, in preparation; Wokset & Page, in preparation) hope to make contributions to model-building in supervision. In addition, a number of research projects at masters' and doctoral level on counselling supervision have been completed within the past few years.

The British Association for Counselling has outlined an accreditation scheme for supervisors which has been running for approximately five years and to date has about 40 accredited supervisors. Applicants for these awards are required to write their philosophy of supervision, submit a tape of a supervision session with comments by supervisee and supervisor, and take part in a full day evaluation where they are asked to supervise and be supervised before two assessors and are interviewed on their theory of supervision and how congruent it is with their practice. An interesting new development has occurred with the arrival of the European Association of Psychotherapy (E. A. P.), which is in the process of forming a Committee on Supervision. this Committee will consider standards of training in supervision leading to individual accreditation. Obviously, this venture will have wide-ranging implications for both counselling and counselling supervision throughout Europe.

More recently a number of training courses in supervision have appeared in Britain, some within particular counselling orientations and others viewing themselves as integrative. The curriculum of these courses stresses experiential learning as a key factor in supervisor training but without neglecting the conceptual frameworks. By and large, these trainings are for experienced counsellors who are beginning to supervise or see themselves as

supervisors in the near future. Training lasts for either one or two years, resulting in a certificate or diploma. There are approximately 10 to 12 such courses in Britain at the moment. Every year there is a one-day British conference on supervision organised by the British Association for Supervision Research and Practice (BASRP).

Unlike the United States, where supervision is a requirement for counsellors in training but not for credentialed counsellors, supervision in Britain is seen as a life-long commitment (BAC Code of Ethics and Practice for Counsellors, 1990). Counsellors, both those in training and those qualified, are expected to be in supervision, although consultation is the term often used to designate supervision with a qualified counsellor.

The United States and British approaches to counselling supervision exemplify the two strands that seem to characterise supervision in most countries: the conceptual influencing practice as in the United States and practice moving towards theory as in Britain.

What is not known is how well supervision "travels" and how culturally "friendly" are either the conceptual ideas or the specific activities when transferred from one country to another. There is some evidence for caution, however. An attempt to introduce Rogerian counselling and supervision to Taiwan resulted in frustration simply because the culture there expects more direct approaches (P. P. Heppner, University of Missouria, Columbia, private communication). In addition, countries are at various stages in the development of supervision. In some countries counselling is still without formal professional standards, while others have progressed to devising ethical codes and formal training programmes.

A Developmental Plan for Supervision Process

There seem to be a number of steps through which supervision develops, and internationally countries may be seen at different stages:

1. Counselling and counselling psychology become more professionalised.
2. Supervision is seen as an important part of counsellor training and on-going counselling work.
3. Experienced counsellors take on the roles, tasks, and functions of supervisors.
4. Models, theories, approaches, and research in supervision begin to be set up and/or are imported from other countries.
5. Codes of ethics for supervisors are outlined.
6. Formal training in supervision is set up and required.
7. Supervision training, practice, and research are viewed as an essential component in counselling work.

Conclusion

There is an increasing amount of contact between counselling supervisors throughout the world. Workshops have been put on in Britain by counselling supervisors from the United States. A small group of black South African students are studying counselling and counselling supervision in London before returning to set up counselling training within the black communities in their home country. International conferences are being held in places such as Hanover, Germany (September, 1994) and St. Petersburg, Russia (International Conference on Supervision, Institute for Psychotherapy and Counselling, September, 1995). These efforts will result in dialogue, correspondence, and personnel exchanges allowing supervision ideas and practice to be disseminated throughout the world. What we need at this stage is more awareness, and indeed more study, on the cultural aspects of supervision so that it can be integrated into different countries with culturally-sensitive adaptations.

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Significant Resources on Supervision: Targeted ERIC/CASS Searches

Models of Clinical Supervision

SilverPlatter v 2.12 ERIC 1982-12/93

EJ400127
Ellis,-Albert
Thoughts on Supervising Counselors and Therapists.
Publication Year: 1989
Psychology:-A-Journal-of-Human-Behavior; v26 n1 p3-5 1989

ABSTRACT: Contends that counseling/therapy is more complicated than it may first appear. Urges counselors/therapists trained in limited areas to place their specific techniques within a general, comprehensive counseling framework. Stresses that failing to do so makes counselors/therapists limited in what treatment they can provide. (CM)
CLEARINGHOUSE: CG

EJ373076
Borders,-L.-DiAnne; Leddick,-George-R.
A Nationwide Survey of Supervision Training.
Publication Year: 1988
Counselor-Education-and-Supervision; v27 n3 p271-83 Mar 1988

ABSTRACT: Conducted survey of 47 existing counseling supervision courses to provide guidelines for counselor educators interested in designing supervision instruction for their programs. Found typical supervision course to be both theoretical and experiential, and to include discussion of a variety of supervision approaches. (Author/NB)
CLEARINGHOUSE: CG

EJ320742
Drapela,-Victor-J.
An Integrative Approach to Teaching Consultation and Supervision.
Publication Year: 1985
Counselor-Education-and-Supervision; v24 n4 p341-48 Jun 1985

ABSTRACT: Describes a course that treats consultation and supervision as natural outgrowths of counseling within an integrated conceptual framework, the Three Dimensional Intervention Model. The course is not meant to train specialists, but is designed to help future practitioners gain understanding and skills for consulting and supervisory roles. (Author/BH)
CLEARINGHOUSE: CG

ED345128
Bradley,-Loretta-J.; Boyd,-John-D.
Counselor Supervision: Principles, Process, and Practice. Second Edition.
Publication Year: 1989
Descriptive Note: 521 p.
Pagination: 521

ABSTRACT: This book was written to provide information about the principles, process, and practice of counselor supervision for both clinical and administrative supervisors. The 12 chapters of the book are organized under three major headings. Part I, Counselor Supervision: Essentials for Training, consists of chapters 1 and 2. Chapter 1 includes the basic principles, roles, and functions involved in effective supervisory practice for administrative and clinical supervisors. Chapter 2 describes the essentials necessary for a supervisory relationship. Part II, Models of Supervision, includes five chapters: chapters 3 through 7 focus on the psychotherapeutic model, the behavioral model, the integrative model, the systems model, and a developmental model, respectively. Part III contains five chapters focusing on the practice of supervision. Chapter 8 illustrates the implementation of the developmental model into supervisory practice. Using case illustrations, chapter 9 describes experiential supervision. Chapter 10 focuses on group supervision, chapter 11 examines ethical principles in supervision, and chapter 12 presents a model for supervision training. References are included at the end of each chapter. (NB)
CLEARINGHOUSE: CG

ED324623
Borders,-L.-DiAnne; Leddick,-George-R.
Handbook of Counseling Supervision.
Institutional Name (Corporate Source): Association for Counselor Education and Supervision, Washington, D. C.
Publication Year: 1987
Descriptive Note: 98 p.
Pagination: 98

ABSTRACT: This handbook is one of four handbooks developed for preservice and inservice counselor preparation and professional development. It was developed as a practical guide which will provide resources for counselor educators to use with students in practicum and internship settings in their training programs. It is also appropriate for use by instructors as a textbook or supplementary material in supervision courses or workshops. The handbook provides an introduction to the procedures and process of counseling supervision; to the models, approaches, and interventions of supervision; and to the special concerns of the novice supervisor. It leads readers through a sequential process of conducting supervision. It begins with a self-assessment of supervision-related skills, then proceeds to an assessment of the supervisee, establishing goals and a contract, choosing interventions, dealing with process, issues, considering legal and ethical concerns, and evaluating the supervisee. A final section helps supervisors evaluate their own development and performance. An epilogue summarizes literature on the beginning supervisor and describes instructional approaches for the instructor/supervisor of novice supervisors. Individual chapters focus on: (1) assessing supervision knowledge and skills; (2) initial supervisory sessions; (3) supervision goals; (4) choosing and implementing supervision interventions; (5) supervisory relationships and process issues; (6) supervisee evaluation; (7) ethical and legal considerations; and (8) supervisor evaluation. References are included. (NB)
CLEARINGHOUSE: CG

ED305563
Beck,-Terrence-D.; And-Others
Training Field Supervisors for Adult Counseling Situations.
Publication Year: 1989
Descriptive Note: 37 p.; Paper presented at the Annual Meeting of the American Association of Counseling and Development (Boston, MA, March 15-18, 1989).
Pagination: 37

ABSTRACT: Supervising new counselors is a serious and important task; the quality of initial supervisory experiences on the development and competence of a counseling intern or new counseling professional may directly impact that individual's subsequent effectiveness with clients. With the increasing practicum/internship requirements recommended by the Council for Accreditation of Counseling and Related Educational Programs, the critical nature of the field experience becomes even further magnified. Surveys have indicated that most field supervisors have no formal training in supervision, and most have little contact with the intern's academic supervisor. A continuing challenge to counselor educators is the development of supervision training programs that could provide for the continuing education and development of practicing counselors in the areas necessary to prepare them as supervisors. There are a number of models available for supervision. Unfortunately, most of these are applied in training doctoral-level students; specific training in supervision methods is lacking in most work settings. The support of the agency director or administrator, an orientation to supervision, and an agreement for continued contact are three elements necessary to initiate a better relationship between the university and the field supervisors. (Three sets of recommendations are included which are designed to represent the viewpoints of the university professors, the field supervisors, and the student trainees.) (NB)
CH CLEARINGHOUSE: CG

ED255803
Southern,-Stephen
A Cognitive-Structural Approach to Counselor Supervision.
Publication Year: 1984
Descriptive Note: 32 p.
Pagination: 32

ABSTRACT: A cognitive-structural model for counselor supervision, derived from advances in cognitive psychology, is proposed for facilitating

trainee conceptual development and self-efficacy. Within the model, there are recommendations for matching structure in the supervisory relationship to the conceptual complexity and self-efficacy levels of the counselor-in-training. Matching is accomplished through strategies designed to strengthen conceptual schemata and enhance communication, such as empathy and self-as-a-model, and to create cognitive dissonance and promote conceptual development, such as confrontation and dialectic. Cognitive-structural supervision is discussed in terms of personal practice theory construction. The Freud-Jung relationship is treated as an example of an incompletely developed supervisory relationship. The ultimate aid of supervision according to the proposed approach is existential-developmental collaboration and equity in supervision. (Author)
CLEARINGHOUSE: CG

ED237839
Okun,-Barbara-F., Ed.; Gladding,-Samuel-T., Ed.
Issues in Training Marriage and Family Therapists.
Institutional Name (Corporate Source): Association for Counselor Education and Supervision, Washington, D. C.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Publication Year: 1983
Descriptive Note: 133 p.
Pagination: 133

ABSTRACT: Within the past decade, the field of marriage and family therapy has mushroomed: As a new and emerging professional specialization, marriage and family therapy is subject to control struggles as well as the proliferation of training modalities. This monograph, written for counselor education faculty, students, and family therapists, provides literature on select areas of marriage and family therapy (i.e., systems issues; training and supervision; and alternative family lifestyles) as they pertain to counselor education. The section on systems issues explores four aspects of program implementation: curricula and program development; accreditation requirements for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the American Association of Marriage and Family Therapy (AAMFT); integration of marriage and family therapy into counselor education; and gender issues of family systems therapists. The section on training and supervision focuses on clinical training in family psychology and supervision from four perspectives: collegial process; a review of current practice; supervisee's perspective on live supervision; and the reflections of a supervisor. The alternative family lifestyles section addresses the training of divorce counselors and single parent family counseling. A list of references follows each article. (BL)
CLEARINGHOUSE: CG

Strategies and Methods of Effective Supervision

SilverPlatter v 2.12 ERIC 1982-12/93

ED353519
Tentoni,-Stuart-C.; And-Others
Professional "Mentoring" of Doctoral Practicum Students: An Emerging Supervisory Paradigm.
Publication Year: 1992
Descriptive Note: 23 p.; Papers presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
Pagination: 23

ABSTRACT: Four papers from a panel discussion on the topic of doctoral practicum counseling students are presented in this document. The first paper "Professional 'Mentoring' of Doctoral Practicum Students: An Emerging Supervisory Paradigm" by Stuart C. Tentoni describes the author's academic training and experience which relate to the desire to become a mentor. The second paper "'Mentoring' Versus Traditional Models of Supervision: Doctoral Trainee Perspective" by Michael A. McCrea describes his experiences in placement experiences as a clinical psychologist trainee, focusing on the type of supervision. The third paper "Mentoring: A Professional Approach to Supervision" by Catherine G. Thomas describes her experiences in a co-counseling relationship, a mentoring style of practicum experience. She concludes that mentoring was exactly the supervisory relationship that she needed to finish her educational experience feeling more prepared for the professional world. The fourth paper "Professional Mentoring of Doctoral Practicum Students: An Emerging Supervisory Paradigm" by Richard N. Shulik presents the author's reactions to the previously presented material. He concludes with questions about the mentoring paradigm: how does one develop or improve mentoring skills and what does the mentoring paradigm offer to the graduate student who cannot be mentored or does not wish to pursue that type of supervisory experience. (ABL)
CLEARINGHOUSE: CG

EJ353553
Hart,-Gordon-M.; Falvey,-Elizabeth
Field Supervision of Counselors in Training: A Survey of the North Atlantic Region.
Publication Year: 1987
Counselor-Education-and-Supervision; v26 n3 p204-12 Mar 1987

ABSTRACT: Examined supervisors in community agencies where master's level counselors were assigned for practicum and internship training. Agencies were heavily invested in supervising and training the students. Models of supervision varied and self-report and audiotape or videotape review of counseling sessions were used. Supervisors had little contact with the concurrent academic supervisor, and little formal training in supervision. (Author/KS)
CLEARINGHOUSE: CG

EJ348777
Carey,-John-C.; Williams,-Kathy-S.
Cognitive Style in Counselor Education: A Comparison of Practicum Supervisors and Counselors in Training.
Publication Year: 1986
Counselor-Education-and-Supervision; v26 n2 p128-36 Dec 1986

ABSTRACT: Compared practicum supervisors and counseling students in training in terms of dominant cognitive style and related cognitive style of counselors in training to supervision processes and outcome measures. Did not detect a strong relationship between cognitive style of counselors in training and supervision process and outcome measures. (Author/ABB)
CLEARINGHOUSE: CG

EJ313374
Schauer,-Andrew-H.; And-Others
Effects of Observation and Evaluation on Anxiety in Beginning Counselors: A Social Facilitation Analysis.
Publication Year: 1985
Journal-of-Counseling-&-Development; v63 n5 p279-85 Jan 1985

ABSTRACT: Presents the social facilitation paradigm as a useful model for predicting positive and negative effects of supervision observation on the performance of counselors. Describes some recent studies that have attempted to test this paradigm in actual counseling studies and offers some suggestions for future research. (LLL)
CLEARINGHOUSE: CG

EJ309587
Ponterotto,-Joseph-G.; Zander,-Toni-A.
A Multimodal Approach to Counselor Supervision.
Publication Year: 1984
Counselor-Education-and-Supervision; v24 n1 p40-50 Sep 1984

ABSTRACT: Represents an initial effort to apply Lazarus's multimodal approach to a model of counselor supervision. Includes continuously monitoring the trainee's behavior, affect, sensations, images, cognitions, interpersonal functioning, and when appropriate, biological functioning (diet and drugs) in the supervisory process. (LLL)
CLEARINGHOUSE: CG

EJ264038
Whiteley,-John-M., Ed.
Supervision in Counseling: A Conceptual Model and Responses.
Publication Year: 1982
Counseling-Psychologist; v10 n1 p3-67 1982

ABSTRACT: Offers a model of counselor supervision focusing on the dual processes of assessment and intervention. Defines and describes supervision, the assessment phase, five interventions, and supervisor training. Also includes responses of five authors and a rejoinder by the author of the model considering the model's utility in the field. (JAC)
CLEARINGHOUSE: CG

ED301818
Wilson,-F.-Robert; Yager,-Geoffrey-G.
Generalizability of Effectiveness Ratings for Counselors and Their Supervisors.
Publication Year: 1988
Descriptive Note: 28 p.; Paper presented at the Annual Meeting of the National Association for Counselor Education and Supervision (St. Louis, MO, October 7-10, 1988).
Pagination: 28

ABSTRACT: It is common for supervisors to evaluate their supervisees with a rating form. Despite the importance of supervisor ratings to the training of counselors and therapists, very little attention has been devoted to the overall reliability (generalizability) of these ratings. This study examined the generalizability of supervisor ratings of counselors-in-training. Participants included 23 counselor trainees enrolled in a masters level prepracticum course and 9 doctoral-level counseling supervisors. Ratings of counselor and supervisor effectiveness were collected through the use of the Counselor Effectiveness Scale. At the beginning of the term, practicum trainees were randomly assigned to supervisors. Each prepracticum counselor audiotaped a counseling session with a volunteer client on each of 6 weeks. Within a week following each counseling session, counselors met with their supervisors for a 60 minute supervision session. Following each supervision session, the supervisor rated the effectiveness of the counselor, and the counselor rated the effectiveness of the supervisor. Generalizability analyses were performed. Results showed generalizability of supervisor's ratings of counselor effectiveness were affected more by the number of occasions on which the counselor was rated than by the length of the rating instrument. Similar findings were observed for counselor ratings of supervisor effectiveness. (ABL)
CLEARINGHOUSE: CG

ED246375
Yager,-Geoffrey-G.; And-Others
Training of Supervisors through Videotaped Vignettes.
Publication Year: 1984
Descriptive Note: 8 p.; Paper presented at the Annual Convention of the American Association for

Counseling and Development (Houston, TX, March 18-21, 1984).
PG PAGINATION: 8

ABSTRACT: One of the difficulties counselor supervisors face is the lack of specific training in learning to deal with difficult supervisees. To address practical as well as theoretical concerns two related sets of videotapes were prepared. The first set was designed to provide a stimulus for discussions of common supervisory problems. A role player presented a difficult supervisee role to each of three doctoral level supervisors, who illustrated one of three supervisory methods: skill development (teaching), personal growth (counseling), or integration (collaboration). Three short videotapes were made to illustrate each supervisory model. The second set of tapes recorded participating students' discussion of the videotaped role plays and their responses to the exercise. Although the learning of those who participated in the filming may be the most dramatic, supervisory trainees who observe the videotapes and discuss their own reactions should also be better able to handle such situations in actual practice. (JAC)
CH CLEARINGHOUSE: CG

ED237867
Walz,-Garry-R., Ed.; Benjamin,-Libby, Ed.
Shaping Counselor Education Programs in the Next Five Years: An Experimental Prototype for the Counselor of Tomorrow.
Proceedings of the Flagship Conference of the Association for Counselor Education and Supervision, (Orlando, Florida, April 19-May 2, 1983).
Publication Year: 1983
Descriptive Note: 211 p.
Pagination: 211

ABSTRACT: This monograph contains the proceedings of the Flagship Conference of the Association for Counselor Education and Supervision (ACES), which was designed to discuss the future of counselor education and to share images of how the counseling profession can be promoted and enhanced. The 16 papers are loosely divided into categories. The first two papers discuss creative leadership and changing trends in counselor training. The next five articles deal with special perspectives on needed or potential changes in counselor education, such as research, health counseling, behavioral counseling, mental health counseling, and the new field of state-of-consciousness counseling. The next three papers emphasize equity and basic human rights, including counseling in a culturally pluralistic society, prejudice, and sex role issues. The impact of technology on counselor education and practice is discussed from the perspective of ethical issues. The next three articles delve into the future of guidance, through a discussion of significant changes in society and their resultant impact on what counselors do, and the need for counselor renewal. The book concludes with an overall retrospective statement that also emphasizes the challenge of creative leadership in counselor education for the future. (JAC)
CLEARINGHOUSE: CG

ED233292
Cooper,-Stewart-E.
A Spiral-Ecological Approach to Supervision (SEAS).
Publication Year: 1983
Descriptive Note: 14 p.; Paper presented at the Annual Meeting of the American Education Research Association (67th, Montreal, Canada, April 11-14, 1983).
Pagination: 14

ABSTRACT: This paper presents a new spiral-ecological approach to counselor supervision, founded on the basis of a collaborative and facilitative relationship aimed at the promotion of skills acquisition, cognitive development, and personal growth. A brief review of the literature summarizes trainee, site, and supervisor factors that influence training programs, as well as goals and methods of supervision. Four principles of an ideal model of supervision are outlined: (1) responsivity (inclusion of trainee in outcome and evaluation); (2) a systems viewpoint (regard for trainee, site, and supervision factors); (3) a process orientation (helping trainees develop their own approaches to assessment, intervention, evaluation); and (4) spiral cycling (allowing for continual feedback and modification of techniques, responding to the development and changing objectives of the supervisor). The Spiral-Ecological Approach (SEAS) is described as using three processes: needs assessment; delivery of services, i.e., use of a variety of supervision techniques based on the results of the needs

assessment; and evaluation, which includes two processes, informal and formal, both of which are formatively focused. Applications of the SEAS are possible for differing levels of counselor skill in a wide variety of settings. (JAC)
CH CLEARINGHOUSE: CG

ED221770
Lofaro,-Gregory-A.
An Interactional Model of Supervision from a Developmental Perspective.
Publication Year: 1982
Descriptive Note: 13 p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).
Pagination: 13

ABSTRACT: This paper presents a model of counselor supervision which recognizes four specific stages of counselor development. The materials focus on the need for a developmental model, the interplay between this model and levels of training and professional practice, and the implications for curriculum planning and supervisory interventions. Studies currently examining this model are reviewed, as are previous studies on counselor supervision and counselor development. The development of the counselor through four stages is emphasized, including: (1) the beginning counselor who is dependent on the supervisor; (2) the supervisee who must resolve dependency conflicts with the supervisor; (3) the supervisee who emerges as a professional colleague; and (4) the supervisee who achieves a mastery level of counseling characterized by a high degree of professional and personal autonomy. (JAC)
CLEARINGHOUSE: CG

Interpersonal Process Recall

SilverPlatter v 2.12 ERIC 1982-12/93

EJ417922
Cormier,-Sherry
Systematic Training of Graduate-Level Counselors: A Reaction.
Publication Year: 1990
Counseling-Psychologist; v18 n3 p446-54 Jul 1990

ABSTRACT: Responds to review by Baker, Daniels, and Greeley of three major programs for systematic training of graduate-level counselors. Addresses each of the models--Human Relations Training/Development, Interpersonal Process Recall, and Microcounseling--and concludes with a discussion of the current status and future promise of systematic counselor training. (TE)
CLEARINGHOUSE: CG

EJ417920
Kagan,-Norman-I.; Kagan,-Henya
IPR-A Validated Model for the 1990s and Beyond.
Publication Year: 1990
Counseling-Psychologist; v18 n3 p436-40 Jul 1990

ABSTRACT: Responds to review by Baker, Daniels, and Greeley of three major programs for systematic training of graduate-level counselors, with a focus on research and development of Interpersonal Process Recall (IPR). (TE)
CLEARINGHOUSE: CG

EJ417917
Baker,-Stanley-B.; And-Others
Systematic Training of Graduate-Level Counselors: Narrative and Meta-Analytic Reviews of Three Major Programs.
Publication Year: 1990
Counseling-Psychologist; v18 n3 p355-421 Jul 1990

ABSTRACT: Provides narrative and meta-analytic review of research on Carkhuff's Human Resource Training/Human Resource Development (HRT/HRD), Kagan's Interpersonal Process Recall (IPR), and Ivey's Microcounseling (MC) programs, all with graduate-level counselor trainees. Each program's accomplishments are summarized, and future directions for training and research are suggested. (Author/TE)
CLEARINGHOUSE: CG

EJ335558
Barkham,-Michael; Shapiro,-David-A.
Counselor Verbal Response Modes and Experienced Empathy.
Publication Year: 1986
Journal-of-Counseling-Psychology; v33 n1 p3-10 Jan 1986

ABSTRACT: Client and counselor perceptions of empathy were examined at different stages in the counseling process, in relation to the verbal response modes used by counselors in 24 client-counselor dyads. Client and counselor perceptions of counselor empathy differed, with clients finding counselors who used fewer general advisements more empathetic. (Author/ABB)
CLEARINGHOUSE: CG

EJ284998
Marsh,-Jane
The Boredom of Study: A Study of Boredom.
Publication Year: 1983
Management-Education-and-Development; v14 n2 p120-35 Sum 1983

ABSTRACT: Describes an exploratory study of student boredom as a block to learning, and reviews some of the implications for trainers if boredom is to be treated as a serious and frequent matter in management training. (MEAD Subscriptions, CSML, University of Lancaster, Lancaster LA1 4YX, England). (NJ)
CLEARINGHOUSE: CE

EJ266914
Elliott,-Robert; And-Others
Differential Helpfulness of Counselor Verbal Response Modes.
Publication Year: 1982
Journal-of-Counseling-Psychology; v29 n4 p354-61 Jul 1982

ABSTRACT: Determined the helpfulness of different counselor verbal response modes. Using Interpersonal Process Recall, clients in two samples rated the helpfulness of particular counselor responses. Interpretations received the highest helpfulness ratings from both client and counselor. Advisements were rated as slightly more helpful than nonadvisements. (Author)
CLEARINGHOUSE: CG

ED286105
Yager,-Geoffrey-G.
Interpersonal Process Recall (IPR): Uses in Training Trauma Counselors.
Publication Year: 1987
Descriptive Note: 19 p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pagination: 19

ABSTRACT: As an approach to mental health skills training, Interpersonal Process Recall (IPR) emphasizes a learning by discovery method. There are seven basic units in the IPR training package: (1) presentation, on the skills of facilitating communication; (2) affect simulation; (3) counselor recall; (4) inquirer training; (5) client recall; (6) mutual recall; and (7) transfer of learning. The IPR model could be adapted for use in the training of trauma counselors. In addition to the review of types of helping behaviors in IPR's first unit, trauma counselors need to receive a conceptual understanding of the process of trauma. The theoretical literature related to trauma and to posttraumatic responses could be combined with the IPR method of influencing interpersonal responding. The second unit, affect simulation, can be altered to present simulation vignettes that would elicit feelings likely to be directly tied to incest, rape, accident trauma, or war-related stress. Parts of the IPR training package that involve actual recall sessions could also be adapted for use in training trauma counselors. Evaluation of the IPR method is essential and should involve studies comparing client outcomes of IRP-trained trauma counselors against a randomly assigned group of trauma counselors prepared by other methods. Outcome measures could include client self-monitoring and psychophysiological, self-report, and behavioral measurements. (NB)
CLEARINGHOUSE: CG

ED247506
Dole,-Arthur-A.; And-Others
Counselor Retrospections and Supervisor Cognitions: A Case Study.
Publication Year: 1984
Descriptive Note: 20 p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
Pagination: 20

ABSTRACT: Since Kagan (1963) developed interpersonal process recall more than 20 years ago, there has been continuing interest in the thought processes of practitioners. A case study approach was used to analyze the retrospections of a graduate student counselor and the cognitions of an experienced supervising psychologist about a counseling session with a 10-year-old disturbed boy. When coded independently on six dimensions, the supervisor's cognitions did not differ significantly from the counselor's retrospections. Both stressed present time, in-session and internal events, and both were professional rather than personal in orientatic , and predominantly critical. These findings are consistent with the fact that the counselor and supervisor had had a close working relationship for several years. In contrast, when the supervisor listened to a tape of another counseling student, responses differed qualitatively and quantitatively. The findings suggest that interpersonal process recall can be applied objectively to the supervisory process. (JAC)
CLEARINGHOUSE: CG

ED223931
Bernard,-Janine-M.
Laboratory Training for Clinical Supervisors: An Update.
Publication Year: 1982
Descriptive Note: 10 p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
Pagination: 10

ABSTRACT: This paper describes a prepracticum laboratory in supervision skills, developed at Purdue University for counseling psychology students and others as a prerequisite to a practicum in supervision. The three parts of the supervision lab are described in detail including: (1) an initial analysis phase in which participants identify their baseline behavioral styles, i.e., a focus on process or role behaviors; (2) training to compensate for the idiosyncratic styles which have been identified through a presentation of a series of models, i.e., the Discrimination Model, Interpersonal Process Recall, Microtraining, and live supervision; and (3) a final unit presenting segments on evaluation and ethical situations. A discussion of the effects of the prepracticum lab along with issues to be addressed in the future, e.g., questions relating to the timing of supervision for both supervisor and counselor, is presented in the final section. (PAS)
CLEARINGHOUSE: CG

ED212935
Parish,-Kathy-L.
IPR, Modeling, and Stress Inoculation Supervision for Critical Client Statements.
Publication Year: 1981
Descriptive Note: 12 p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pagination: 12

ABSTRACT: Although recognition of problems posed by critical client statements and recommendations for counselors' understanding, empathy, and confrontation abound, interventions to aid counselors in coping with critical client statements are rare. Graduate-level counselor trainees (N=40) were assigned to one of four methods of supervision: interpersonal process recall, modeling, stress inoculation, or a control condition. Each subject received two individual 15-minute supervisory sessions of the same type of supervision. Subjects then responded to videotapes of clients displaying critical client behaviors such as anger, defensiveness, manipulation or neutral statements. Subjects' oral responses to client behaviors were rated on four dimensions: reflection of feelings, reflection of content, delivery, and appropriateness. Data analysis revealed significant main effects for both method of supervision and type of critical client statement. Results suggest that counselor trainees' responses to critical client statements can be affected by brief exposure to supervision. Modeling tends to emerge as the most effective method of supervision in increasing reflection of feelings and appropriateness; defensiveness tends to emerge as the most difficult type of critical client statement. (Author/NRB)
CLEARINGHOUSE: CG

The Supervisory Relationship

SilverPlatter v 2.12 ERIC 1982-12/93

ED360358
Patton,-M.-J.; And-Others
The Supervisory Working Alliance Inventory: A Validity Study.
Publication Year: 1992
DESCRIPTIVE NOTE: 13 p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
Pagination: 13

ABSTRACT: The Supervisory Working Alliance Inventory (SWAI) developed by J. F. Efstation, M. J. Patton, and C. M. Kardash (1990) was further evaluated for its psychometric properties and relationships with the Personal Reactions Scale--Revised (PRS-R) developed by E. L. Holloway and B. E. Wampold (1984), the only other measure of the relationship in counselor supervision. The original factor structure of the SWAI was replicated on a sample considerably different from the one reported in the initial study. A sample of 65 supervisors (34 males and 31 females) and 88 trainees (20 males and 68 females) from university staffs returned completed instruments, which were supplemented by data for an additional 30 supervisors and 30 trainees from a university counseling center. Results suggest the suitability of the SWAI for use with participants of differing backgrounds and experiences. Correlations with the PRS-R indicate that the SWAI measures the supervisory relationship over more dimensions than the PRS-R, most notably focusing on trainees' understanding of clients. Two tables present means, standard deviations, factor loadings, eigenvalues, and variance for the two SWAI versions. (SLD)
CLEARINGHOUSE: TM

ED353519
Tentoni,-Stuart-C.; And-Others
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CLEARINGHOUSE: CG

EJ449713
Kaiser,-Tamara-L.
The Supervisory Relationship: An Identification of the Primary Elements in the Relationship and an Application of Two Theories of Ethical Relationships.
Publication Year: 1992

Journal-of-Marital-and-Family-Therapy; v18 n3 p283-96 Jul 1992

ABSTRACT: Notes that many authors on the subject of marriage and family therapy supervision point to the fact that the quality of relationship between supervisor and supervisee is crucial to the process. Identifies key elements in this relationship and introduces a theoretical framework for understanding those elements based on the principles of ethical relationships proposed by Boszormenyi-Nagy and Noddings. (Author/NB)
CLEARINGHOUSE: CG

EJ435498
Kurpius,-DeWayne; And-Others
Ethical Issues in Supervising Counseling Practitioners.
Publication Year: 1991
Counselor-Education-and-Supervision; v31 n1 p48-57 Sep 1991

ABSTRACT: Discusses major ethical issues related to training and supervising counseling practitioners including transference, dependency, and power in the supervisory relationship, dual relationship, stereotyping, and the imposition of the supervisors' beliefs on the supervisee. Identifies suggestions for lessening the threat of ethical violations. (Author)
CLEARINGHOUSE: CG

EJ368436
Leddick,-George-R.; Dye,-H.-Allan
Effective Supervision as Portrayed by Trainee Expectations and Preferences.
Publication Year: 1987
Counselor-Education-and-Supervision; v27 n2 p139-54 Dec 1987

ABSTRACT: Reviews literature on counselor trainee expectations in supervision that divides the research into three areas: expectations about structure, expectations about communication, and expectations of the supervisory relationship. Discusses implications for supervisors. (Author)
CLEARINGHOUSE: CG

EJ319617
Worthington,-Everett-L., Jr.; Stern,-Avner
Effects of Supervisor and Supervisee Degree Level and Gender on the Supervisory Relationship.
Publication Year: 1985
Journal-of-Counseling-Psychology; v32 n2 p252-62 Apr 1985

ABSTRACT: Examined influences on perceptions of supervision relationships in 86 counselors and 92 supervisors. Semester end ratings showed that supervisees discriminated between relationship quality, which was affected by gender matching, supervisor gender, and supervisor behavior, and supervisor competence, which was affected only by supervisor behavior. (JAC)
CLEARINGHOUSE: CG

ED345128
Bradley,-Loretta-J.; Boyd,-John-D.
Counselor Supervision: Principles, Process, and Practice. Second Edition.
Publication Year: 1989
Descriptive Note: 521 p.
Pagination: 521

ABSTRACT: This book was written to provide information about the principles, process, and practice of counselor supervision for both clinical and administrative supervisors. The 12 chapters of the book are organized under three major headings. Part I, Counselor Supervision: Essentials for Training, consists of chapters 1 and 2. Chapter 1 includes the basic principles, roles, and functions involved in effective supervisory practice for administrative and clinical supervisors. Chapter 2 describes the essentials necessary for a supervisory relationship. Part II, Models of Supervision, includes five chapters: chapters 3 through 7 focus on the psychotherapeutic model, the behavioral model, the integrative model, the systems model, and a developmental model, respectively. Part III contains five chapters focusing on the practice of supervision. Chapter 8 illustrates the implementation of the developmental model into supervisory practice. Using case illustrations, chapter 9 describes experiential supervision. Chapter 10 focuses on group supervision, chapter 11 examines ethical principles in supervision, and chapter 12 presents a model for supervision training. References are included at the end of each chapter. (NB)
CLEARINGHOUSE: CG

ED255803
Southern,-Stephen
A Cognitive-Structural Approach to Counselor Supervision.
Publication Year: 1984
Descriptive Note: 32 p.
Pagination: 32

ABSTRACT: A cognitive-structural model for counselor supervision, derived from advances in cognitive psychology, is proposed for facilitating trainee conceptual development and self-efficacy. Within the model, there are recommendations for matching structure in the supervisory relationship to the conceptual complexity and self-efficacy levels of the counselor-in-training. Matching is accomplished through strategies designed to strengthen conceptual schemata and enhance communication, such as empathy and self-as-a-model, and to create cognitive dissonance and promote conceptual development, such as confrontation and dialectic. Cognitive-structural supervision is discussed in terms of personal practice theory construction. The Freud-Jung relationship is treated as an example of an incompletely developed supervisory relationship. The ultimate aid of supervision according to the proposed approach is existential-developmental collaboration and equity in supervision. (Author)
CH CLEARINGHOUSE: CG

Supervisee Resistance

SilverPlatter v 2.12 ERIC 1982-12/93

ED360358
Patton,-M.-J.; And-Others
The Supervisory Working Alliance Inventory: A Validity Study.
Publication Year: 1992
Descriptive Note: 13 p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
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ABSTRACT: The Supervisory Working Alliance Inventory (SWAI) developed by J. F. Efstation, M. J. Patton, and C. M. Kardash (1990) was further evaluated for its psychometric properties and relationships with the Personal Reactions Scale--Revised (PRS-R) developed by E. L. Holloway and B. E. Wampold (1984), the only other measure of the relationship in counselor supervision. The original factor structure of the SWAI was replicated on a sample considerably different from the one reported in the initial study. A sample of 65 supervisors (34 males and 31 females) and 88 trainees (20 males and 68 females) from university staffs returned completed instruments, which were supplemented by data for an additional 30 supervisors and 30 trainees from a university counseling center. Results suggest the suitability of the SWAI for use with participants of differing backgrounds and experiences. Correlations with the PRS-R indicate that the SWAI measures the supervisory relationship over more dimensions than the PRS-R, most notably focusing on trainees' understanding of clients. Two tables present means, standard deviations, factor loadings, eigenvalues, and variance for the two SWAI versions. (SLD)
CLEARINGHOUSE: TM

EJ451136
Olk,-Mary-E.; Friedlander,-Myrna-L.
Trainees' Experiences of Role Conflict and Role Ambiguity in Supervisory Relationships.
Publication Year: 1992
Journal-of-Counseling-Psychology; v39 n3 p389-97 Jul 1992

ABSTRACT: Developed and validated Role Conflict and Role Ambiguity Inventory with trainees and supervisors in practicum, internship, and postinternship settings. Role difficulties were predictive of more work-related anxiety general work dissatisfaction, and dissatisfaction with supervision. Beginning trainees reported more role ambiguity than experienced trainees. Role conflict seemed problematic only for advance trainees, for whom ambiguity was minimal. (Author/NB)
CLEARINGHOUSE: CG

EJ432364
Ellis,-Michael-V.
Critical Incidents in Clinical Supervision and in Supervisor Supervision: Assessing Supervisory Issues.
Publication Year: 1991
Journal-of-Counseling-Psychology; v38 n3 p342-49 Jul 1991

ABSTRACT: Applied Loganbill, Hardy, and Delworth's (1982) and Sanbury's (1982) propositions regarding supervision issues to 18 counseling psychology doctoral students. Rated critical incidents obtained after counselor-supervision and supervisor-supervision sessions on 10 supervisory issues. Results offered limited support for Sansbury's hierarchy of supervisory issues in both supervision contexts and showed pattern of supervisory issues to be more similar than dissimilar overall. (Author/PVV)
CLEARINGHOUSE: CG

EJ421058
Frankel,-Barbara-R.; Piercy,-Fred-P.
The Relationship among Selected Supervisor, Therapist, and Client Behaviors.
Publication Year: 1990
Journal-of-Marital-and-Family-Therapy; v16 n4 p407-21 Oct 1990

ABSTRACT: Examined extent to which supervisory phone-ins were related to change in both immediate therapist behaviors and subsequent change in the resistant behaviors of client family members. Findings from 12 supervisors, 44 trainees, and trainees' clients revealed that quality of supervisors' Support-and-Teach behaviors was significantly related to change in quality of therapists' Support-and-Teach behaviors. (Author/NB)
CLEARINGHOUSE: CG

EJ400127
Ellis,-Albert
Thoughts on Supervising Counselors and Therapists.
Publication Year: 1989
Psychology:-A-Journal-of-Human-Behavior; v26 n1 p3-5 1989

ABSTRACT: Contends that counseling/therapy is more complicated than it may first appear. Urges counselors/therapists trained in limited areas to place their specific techniques within a general, comprehensive counseling framework. Stresses that failing to do so makes counselors/therapists limited in what treatment they can provide. (CM)
CLEARINGHOUSE: CG

EJ369923
Krause,-Audrey-A.; Allen,-George-J.
Perceptions of Counselor Supervision: An Examination of Stoltenberg's Model from the Perspectives of Supervisor and Supervisee.
Publication Year: 1988
Journal-of-Counseling-Psychology; v35 n1 p77-80 Jan 1988

ABSTRACT: Examined relational consequences of supervisors' and supervisees' disagreements about supervisee's counseling sophistication, using Stoltenberg's developmental model of counselor supervision. Supervisors perceived themselves as varying their behavior with supervisees of different developmental levels, though supervisees did not see this. Supervisees reported significantly less satisfaction and impact in mismatched pairs with supervisors, and preferred supervision to focus on personal development. (Author/KS)
CLEARINGHOUSE: CG

EJ348776
Liddle,-Becky-J.
Resistance in Supervision: A Response to Perceived Threat.
Publication Year: 1986
Counselor-Education-and-Supervision; v26 n2 p117-27 Dec 1986

ABSTRACT: Discusses supervisee resistance as a defensive response to perceived threat. Coping strategies which interfere with the learning process are seen as resistance. Enumerates various forms of resistant behavior; explores possible sources of threat that may arouse these behaviors, and proposes a step-by-step model for dealing with resistance in supervision. (Author/ABB)
CLEARINGHOUSE: CG

EJ283652
Cross,-Darryl-G.; Brown,-David
Counselor Supervision as a Function of Trainee Experience: Analysis of Specific Behaviors.
Publication Year: 1983
Counselor-Education-and-Supervision; v22 n4 p333-41 Jun 1983

ABSTRACT: To study the effectiveness of counselor supervisory methods, three groups of supervisees rated specific supervisor behaviors for frequency and effectiveness. Results showed beginning trainees emphasized the mechanics and task of supervision, while experienced supervisees perceived a less structured interaction that was more supportive and more effective. (Author/JAC)
CLEARINGHOUSE: CG

ED335577
Dixon,-David-N.; Tess,-Daniel-E.
Attributions of Counseling by Counselor Trainees and Supervisors over Time.
Publication Year: 1991
Descriptive Note: 10 p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
Pagination: 10

ABSTRACT: In attempting to understand their own behaviors and that of others, people make different attributions about causes. During the process of supervision, supervisors and counselor trainees make many attributions, including those about client, trainee, and supervisor behavior. A supervision analogue was used to examine attributional processes in counselor supervision. Specifically, differences between counselor trainees and supervisors and changes during the supervision process were hypothesized. Confederate clients (N=16) who were college students, counselor trainees (N=13) who were master's degree students, and supervisors (N=9) who were advanced level counseling psychology doctoral students participated in the study. Results failed to confirm previous findings of differences between trainees and supervisors, but did show significant changes over time for both parties on the attributional measures of locus, stability, and controllability of causality. Counselor trainees were seen more as the locus of causality, and the causes for the events in the analogue counseling sessions were seen as more stable and controllable as supervision progressed. Approaching supervision from an attributional perspective holds promise for understanding the supervision process. Previous research has documented differences in attributions between supervisors and trainees, and this study demonstrated changes in supervision that occur over time. (Author/ABL)
CLEARINGHOUSE: CG

ED324624
Falvey,-Janet-Elizabeth
Handbook of Administrative Supervision.
Institutional Name (Corporate Source): Association for Counselor Education and Supervision, Washington, D. C.
Publication Year: 1987
Descriptive Note: 85 p.
Pagination: 85

ABSTRACT: This handbook is one of four handbooks developed for preservice and inservice counselor preparation and professional development. It was developed as a practical guide which will provide resources for supervisors to use in the field for enhancing their own skills or for use with other counselors under their supervision. It is also appropriate for use by instructors as a textbook or supplementary material in supervision courses or workshops. This handbook focuses on management issues and strategies for use in graduate level courses and in the field. Topics covered in the text focus on the dual challenge facing administrators: to manage both people and programs effectively. Chapters present relevant literature, offer techniques and strategies for implementing administrative skills, and identify additional resources for the new supervisor. Individual chapters focus on: (1) the transition from counselor to administrator; (2) leadership in supervisory relationships; (3) managing professional staff; (4) conflict and stress in organizations; (5) accountability in performance evaluations; and (6) program planning and implementation. References are included. (NB)
CLEARINGHOUSE: CG

ED323477
Carmichael,-Karla-D.
Peer Rating Form in Counselor Supervision.
Publication Year: 1987
Descriptive Note: 14 p.
Pagination: 14

ABSTRACT: A literature review of the use of peer supervisors in counselor training and supervision identified theories which mention the use of peers in the supervision process and revealed several points for consideration in selecting peer supervisors and implementing a peer supervision program. A Likert-style peer supervision rating form was developed and tested as a practical way to keep trainees focused on observations in counseling skills. The purpose of the peer supervision rating sheet was to stimulate more research in the area of peer supervision. Ten counselor trainees role-played counseling sessions, while their peers rated them. Discussions of the ratings followed, with specific interest in the difference between 1

(poor), 3 (average), and 5 (excellent) for each item on the scale. In group supervision, the peer supervisors shared the ratings with the student who was observed, and each peer supervisor discussed how the observed student might improve individual ratings. As an outgrowth of the peer supervision, the supervisees took a more active role in requesting help from the supervisors, and their requests for skill development were more specific than in previous years. (Indications for further research are provided, and the rating form is appended.) (TE)
CLEARINGHOUSE: CG

ED302773
Stoltenberg,-Cal; Holmes,-Deborah
A Comparison of Counseling Supervisors' and Trainees' Perceptions of Development.
Publication Year: 1988
Descriptive Note: 15 p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (34th, Tulsa, OK, April 21-23, 1988).
Pagination: 15

ABSTRACT: Stoltenberg's (1981) counselor complexity model, a developmental model of the supervision process, conceptualizes the training process as a sequence of four identifiable stages through which a trainee progresses: dependency, dependency-autonomy conflict, conditional dependency, and the master counselor. Evidence has been found in support of developmental models of supervision in general and of Stoltenberg's constructs specifically. This study investigated the degree of difference or agreement between supervisors' perceptions of trainees and their trainees' perceptions of themselves. Twenty pairs of supervisors and trainees rated the trainees on their perceived developmental level by completing the Supervisee Levels Questionnaire during the third week of the practicum and again at the end of the semester. A correlational analysis indicated a positive relationship between the trainees' ratings of satisfaction with supervision and their perception of developmental growth over the course of the semester. The results indicated that the larger the difference between the pretest and the posttest ratings, the greater the degree of satisfaction reported by the trainees. In addition, the greater the difference between the trainees' and the supervisors' initial perception of the trainees' development, the greater the subsequent satisfaction with the supervisor. (NB)
CH CLEARINGHOUSE: CG

ED275955
Bubenzer,-Donald-L.; And-Others
Live Counselor Supervision: Focus on Trainee, Acculturation and Supervisor Intervention Skills.
Publication Year: 1986
Descriptive Note: 14 p.; Paper presented at the North Central Association for Counselor Education and Supervision Conference (Kansas City, MO, October 9-12, 1986).
Pagination: 14

ABSTRACT: Supervision of the counselor trainee by a supervisor during an actual counseling session is the topic of this presentation. The first page, presented in outline form, lists six types of live supervision: bug-in-the-ear, monitoring, in vivo, phone-in, consultation, and walk-in. Also listed are differences between individual and family live supervision. The second page is a flow chart for considerations and decisions in the live supervision of therapist trainees. The third through sixth pages present the following topics in outline form: (1) trainee assessment and pre-session considerations, including assessing generic skills, defining strategies, and aspects of the therapeutic-supervisory process; (2) during session considerations including domains of intervention, factors in the decision to intervene, guidelines for intervention, and decisions about intervention-reintervention; and (3) post-session considerations. Acculturation of counselors to live supervision is discussed with suggestions for the acculturation process, examples of phone-ins, and examples of interventions. A bibliography is included. (ABL)
CLEARINGHOUSE: CG

ED255803
Southern,-Stephen
A Cognitive-Structural Approach to Counselor Supervision.
Publication Year: 1984
Descriptive Note: 32 p.
Pagination: 32

ABSTRACT: A cognitive-structural model for counselor supervision, derived from advances in cognitive psychology, is proposed for facilitating trainee conceptual development and self-efficacy. Within the model, there are recommendations for matching structure in the supervisory relationship to the conceptual complexity and self-efficacy levels of the counselor-in-training. Matching is accomplished through strategies designed to strengthen conceptual schemata and enhance communication, such as empathy and self-as-a-model, and to create cognitive dissonance and promote conceptual development, such as confrontation and dialectic. Cognitive-structural supervision is discussed in terms of personal practice theory construction. The Freud-Jung relationship is treated as an example of an incompletely developed supervisory relationship. The ultimate aid of supervision according to the proposed approach is existential-developmental collaboration and equity in supervision. (Author)
CLEARINGHOUSE: CG

Gender Issues in Supervision

SilverPlatter v 2.12 ERIC 1982-12/93

EJ459055
Ellis,-Michael-V.; Robbins,-Erica-S.
Voices of Care and Justice in Clinical Supervision: Issues and Interventions.
Publication Year: 1993
Counselor-Education-and-Supervision; v32 n3 p203-12 Mar 1993

ABSTRACT: Responds to previous article by Twohey and Volker (1993) on gender equity in counselor supervision. Sees article as providing useful point of departure for discussing gender bias in supervision and for offering suggestions for supervisors. Discusses article in terms of underlying assumptions, moral development and reasoning, multiple perspectives, multiculturalism, and supervisory interventions to reduce gender and cultural bias. (Author/NB)
CLEARINGHOUSE: CG

EJ459054
Bernstein,-Bianca-L.
Promoting Gender Equity in Counselor Supervision: Challenges and Opportunities.
Publication Year: 1993
Counselor-Education-and-Supervision; v32 n3 p198-202 Mar 1993

ABSTRACT: Responds to previous article by Twohey and Volker (1993) on gender equity in counselor supervision. Notes that Twohey and Volker's claim that differential use of voices of care and justice is gender related does not seem to have clear empirical support. Suggests need for more research evidence before approach advocated in previous article is given widespread application. (NB)
CLEARINGHOUSE: CG

EJ422411
Nelson,-Mary-Lee; Holloway,-Elizabeth-L.

Relation of Gender to Power and Involvement in Supervision.
Publication Year: 1990
Journal-of-Counseling-Psychology; v37 n4 p473-81 Oct 1990
ABSTRACT: Used content analysis of audiotaped supervision sessions from 40 master's level counselor trainees and 40 field placement supervisors to study relation of supervisor and trainee gender to supervisory discourse. Findings indicated male and female supervisors reinforced female trainees' high-power messages with low-power, encouraging messages significantly less often than for male trainees. (Author/ABL)
CLEARINGHOUSE: CG

EJ381607
Schiavone,-Carol-D.; Jessell,-John-C.
Influence of Attributed Expertness and Gender in Counselor Supervision.
Publication Year: 1988
Counselor-Education-and-Supervision; v28 n1 p29-42 Sep 1988

ABSTRACT: Counselor trainee ratings of supervisor expertness and competence were obtained from 86 counselor education graduate students. Ratings of expertness and competence did not differ as a function of either supervisor or trainee gender. Higher level ascribed expertness and competence were more favorably rated by students. (Author/NB)
CLEARINGHOUSE: CG

EJ337280
Robyak,-James-E.; And-Others
Effects of Gender, Supervision, and Presenting Problems on Practicum Students' Preference for Interpersonal Power Bases.
Publication Year: 1986
Journal-of-Counseling-Psychology; v33 n2 p159-63 Apr 1986

ABSTRACT: Practicum students estimated the utility of responses reflecting each of three power bases in facilitating behavior change in clients' presenting problems. Results indicated that students with less supervised experience preferred the legitimate and referent power bases. Neither gender nor type of presenting problem affected the students' preferences. (Author/BL)
CLEARINGHOUSE: CG

EJ319617
Worthington,-Everett-L., Jr.; Stern,-Avner
Effects of Supervisor and Supervisee Degree Level and Gender on the Supervisory Relationship.
Publication Year: 1985
Journal-of-Counseling-Psychology; v32 n2 p252-62 Apr 1985

ABSTRACT: Examined influences on perceptions of supervision relationships in 86 counselors and 92 supervisors. Semester end ratings showed that supervisees discriminated between relationship quality, which was affected by gender matching, supervisor gender, and supervisor behavior, and supervisor competence, which was affected only by supervisor behavior. (JAC)
CLEARINGHOUSE: CG

EJ286384
Ratzlaff,-Harold-C.; Kahn,-Sharon-E.
Occupational Gender Bias Revisited: Methodological Improvements.
Publication Year: 1983
Canadian-Counsellor; v17 n3 p118-23 Apr 1983
ABSTRACT: Investigated counselor bias in occupational choice for female students, using six short fictitious case studies that could describe either a male or female subject. Results showed high school counselors (N=114) chose occupations that paid less and required more supervision for female than for male case study subjects. (WAS)
CLEARINGHOUSE: CG

ED221817
Billingsley,-Donna; And-Others
Beyond Anecdote and Analogue: "Real World" Research on Gender and Psychotherapy. Symposium.
Publication Year: 1982
Descriptive Note: 21 p.; Paper presented at the Annual Meeting of the Southeastern Psycholgical Association (28th, New Orleans, LA, March 24-27, 1982).
Pagination: 21

ABSTRACT: Since a 1970 study found differential mental health standards for men and women, studies evaluating the impact of such standards on psychotherapy treatment plans have been mixed. Two recent investigations were designed to correct for earlier problems in archival research, and a third was designed to correct for the analogue problem of using pseudo-case histories rather than actual working therapist-client pairs. Findings on the treatment plans of experienced therapists from data analyses of the three studies revealed that therapists responded to their perceptions of their client's presenting problems rather than client gender in formulating treatment plans. Therapists tended to focus on specific problem remediators rather than on the less specific cultural traits involving sex roles. The results suggest that in the early stages of therapy, feminine themes such as self-awareness and the ability to communicate may be vital to the creation of a workable therapeutic environment and that these themes are probably more an expression of therapy stage and only incidentally related to gender role. (JAC)
CLEARINGHOUSE: CG

Multicultural Issues in Supervision

SilverPlatter v 2.12 ERIC 1982-12/93

EJ458974
Skinstad,-Anne-Helene
Practicum Supervision in Norway and the United States.
Publication Year: 1993
Journal-of-Counseling-and-Development; v71 n4 p406-08 Mar-Apr 1993

ABSTRACT: Responds to previous article on supervision of beginning and advanced graduate students of counseling and psychotherapy (Ronnestad and Skovholt, 1993). Assesses usefulness of developmental model in understanding and evaluating supervisory process and compares differences between Norway and United States in supervisory practice. (NB)
CLEARINGHOUSE: CG

EJ424084
Poston,-W.-S.-Carlos
The Biracial Identity Development Model: A Needed Addition.
Publication Year: 1990
Journal-of-Counseling-and-Development; v69 n2 p152-55 Nov-Dec 1990

ABSTRACT: Presents demographic information about biracial persons, reviews previous models of racial identity development, discusses their shortcomings when applied to biracial persons, and presents new model of racial identity development focusing on unique aspects of the experience of biracial individual in the United States. Presents counseling implications suggested by this model. (Author/NB)
CLEARINGHOUSE: CG

EJ402071
Das,-Ajit-K.; Littrell,-John-M.
Multicultural Education for Counseling: A Reply to Lloyd.
Publication Year: 1989
Counselor-Education-and-Supervision; v29 n1 p7-15 Sep 1989

ABSTRACT: Examines from various perspectives three important issues raised by Arthur Lloyd's March 1987 "Counselor Education and Supervision" article "Multicultural Counseling: Does It Belong In A Counselor Education Program?" Offers suggestions for resolving these issues. (Author/CM)
CLEARINGHOUSE: CG

EJ381641
Cook,-Donelda-A.: Helms,-Janet-E.
Visible Racial/Ethnic Group Supervisees' Satisfaction with Cross-Cultural Supervision as Predicted by Relationship Characteristics.
Publication Year: 1988
Journal-of-Counseling-Psychology; v35 n3 p268-74 Jul 1988

ABSTRACT: Examined perceptions of Asian, Black, Hispanic, and Native American counseling and clinical supervisees (N=225) to study quality of cross-cultural individual therapist supervision. Identified five nonorthogonal dimensions (supervisor's liking, emotional discomfort, conditional interest, conditional liking, unconditional liking). Found combination of supervisor's liking and conditional interest consistently contributed to greater satisfaction. (Author/NB)
CLEARINGHOUSE: CG

EJ380050
Buxbaum,-Joan
Language and Thought in Supervision.
Publication Year: 1988
Journal-of-Applied-Rehabilitation-Counseling; v19 n3 p44-46 Fall 1988

ABSTRACT: Clarity and completeness of communication are keys to effective rehabilitation counseling. Crucial individual and cross-cultural linguistic misunderstandings often need to be overcome. Of prime concern in the education of rehabilitation counselors is the cultivation of precise thinking and the ability to elicit accurate, helpful, and complete information. (Author/JDD)
CLEARINGHOUSE: EC

EJ334069
Ponterotto,-Joseph-G.; And-Others
Black Students' Attitudes Toward Counseling as a Function of Racial Identity.
Publication Year: 1986
Journal-of-Multicultural-Counseling-and-Development; v14 n2 p50-59 Apr 1986

ABSTRACT: Examined Black students' attitudes toward counseling, preferences for an ethnically similar counselor, and preferences for mental health resources within the framework of a model for racial identity. Results indicated that Black students' attitudes toward counseling are an interactive function of sex and racial identity. (BL)
CLEARINGHOUSE: CG

EJ325001
Brown,-Duane
The Preservice Training and Supervision of Consultants: Reactions and Extensions.
Publication Year: 1985
Counseling-Psychologist; v13 n3 p410-43 Jul 1985

ABSTRACT: This article provides an overview of the issues and problems in developing consultation skills and outlines a supervisory model that can be employed by practicum and internship supervisors interested in developing consultation skills. Reactions to the model are given by Jewelle Taylor Gibbs (cross-cultural perspective), Dick Dustin, and Walter B. Pryzwansky. (Author/BL)
CLEARINGHOUSE: CG

ED329861
Lee,-Courtland-C., Ed.; Richardson,-Bernard-L., Ed.
Multicultural Issues in Counseling: New Approaches to Diversity.
Institutional Name (Corporate Source): American Association for Counseling and Development, Alexandria, VA.
Publication Year: 1991
Descriptive Note: 216 p.
Pagination: 216

ABSTRACT: This book was written to provide counseling and human development professionals with specific guidelines for becoming more culturally responsive. It looks at the evolution of multicultural counseling, addresses ideas and concepts for culturally responsive counseling interventions, and examines the implications of cultural diversity for future counselor training. Individual chapters include the following: (1) "Promise and Pitfalls of Multicultural Counseling" (Courtland C. Lee and Bernard L. Richardson); (2) "Cultural Dynamics: Their Importance in Multicultural Counseling" (Courtland C. Lee); (3) "Counseling American Indian Adults" (Grace Powless Sage); (4) "Counseling Native American Youth" (Roger D. Herring); (5) "Counseling African American Women: 'Sister-Friends'" (Janice M. Jordan); (6) "Utilizing the Resources of the African American Church: Strategies for Counseling Professionals" (Bernard L. Richardson); (7) "Counseling Strategies for Chinese Americans" (David Sue and Derald Wing Sue); (8) "Counseling Japanese Americans: From Internment to Reparation" (Satsuki Ina Tomine); (9) "Counseling Americans of Southeast Asian Descent: The Impact of the Refugee Experience" (Rita Chi-Ying Chung and Sumie Okazaki); (10) "Issues in Counseling 1.5 Generation Korean Americans" (Julie C. Lee and Virginia E. H. Cynn); (11) "Counseling Latinas" (Patricia Arredondo); (12) "Cuban Americans: Counseling and Human Development Issues, Problems, and Approaches" (Gerardo M. Gonzalez); (13) "Counseling Chicano College Students" (Augustine Baron, Jr.); (14) "Puerto Ricans in the Counseling Process: The Dynamics of Ethnicity and Its Societal Context" (Jesse M. Vazquez); (15) "Counseling Arab Americans" (Morris L. Jackson);

and (16) "New Approaches to Diversity: Implications for Multicultural Counselor Training and Research" (Courtland C. Lee). References are included.(BHK)
CLEARINGHOUSE: CG

ED324625
Brown,-Duane; And-Others
Handbook of Consultation with Individuals and Small Groups.
Institutional Name (Corporate Source): Association for Counselor Education and Supervision, Washington, D. C.
Publication Year: 1988
Descriptive Note: 98 p.
Pagination: 98

ABSTRACT: This handbook is one of four handbooks developed for preservice and inservice counselor preparation and professional development. It was developed as a practical guide for practicing professionals and as a textbook or supplementary material for use in courses or workshops on consultation. Chapter 1 provides an introduction to consultation, defining the term and explaining why consultation is valuable. Chapter 2 outlines basic facilitative skills and focuses on developing the consulting relationship, looking at the pre-relationship, initiating the relationship, structuring the consultation, communication skills, and possible cross-cultural concerns. Chapter 3 concentrates on problem identification and goal setting in consultation. Types of data needed to define the client's problem are discussed and systems for classifying problems are explained. A section on goal setting is followed by a discussion of crisis and consultation. Chapter 4 presents various consultation interventions for use with individuals and groups. Chapter 5 focuses on evaluation of consultation, presenting both extensive and intensive evaluation designs and discussing some useful evaluation instruments. Different issues in consultation are considered in chapter 6, including internal consulting, supervising consultants in training, and the consultant as a private practitioner. Chapter 7 looks at ethical and legal considerations in consultation. References are included. (NB)
CLEARINGHOUSE: CG

ED311335
Calvin,-Richmond-E.
Sources for Cross Cultural Counseling.
Publication Year: 1988
Descriptive Note: 37 p.; Paper presented at the Annual Meeting of the Association for Counselor Education and Supervision (St. Louis, MO, October 7-10, 1988).
Pagination: 37

ABSTRACT: School counselors today work with clients from minority races, minority ethnic groups, homosexuals, females, at-risk students and the handicapped. Counselors need to be willing to learn more about these minorities and how to better meet their needs. Many colleges offering counseling programs include multicultural education. Counselors must be aware of their own cultural values and prejudices before they can help clients from minority backgrounds. This document contains an annotated bibliography of recent research studies concerning minority students and multicultural education for counselor trainees. A review of the literature annotated revealed that minority students needed help in facing the challenges presented by the typical white, middle class school system and that counselors needed to have multicultural counseling skills to help students from minority racial and ethnic groups. It is suggested that by focusing on multicultural education and efforts, counselors can become culturally experienced, enabling all students to have access to quality guidance and counseling services. Descriptive annotations of published research studies examined are presented in these categories: (1) counseling black students; (2) counseling Hispanics and American Indians; (3) counseling other racial and ethnic groups and at-risk students; (4) counseling and sex bias; (5) counseling and the homosexual student; (6) general concerns of minorities; (7) general issues in multicultural counseling; and (8) methodology for multicultural counseling and curriculum. (ABL)
CH CLEARINGHOUSE: CG

Parallel Process in Supervision

SilverPlatter v 2.12 ERIC 1982-12/93

EJ406583
DeLucia,-Janice-L.; And-Others
The Use of Parallel Process in Supervision and Group Counseling to Facilitate Counselor and Client Growth.

ABSTRACT: Presents a model for supervision of group counselors focusing on the parallel process between the supervisory and counseling relationships. Identifies different foci of supervision based on present stage of the group and its counselor and the resulting parallel tasks. A case example is presented and discussed. (Author/TE)
CLEARINGHOUSE: CG

EJ403480
Friedlander,-Myrna-L.; And-Others
Parallel Processes in Counseling and Supervision: A Case Study.
Publication Year: 1989
Journal-of-Counseling-Psychology; v36 n2 p149-57 Apr 1989

ABSTRACT: Applied social psychological theories of self-presentation and interpersonal influence in an in-depth case study (one client, one counselor trainee, one supervisor) of naturally developing therapeutic and supervisory relationship. Results showed similar aspects of the two relationships, possible indicators of parallel process, and identification of behavioral features of supervisor's style. (TE)
CLEARINGHOUSE: CG

EJ400110
Lewis,-Wade; Rohrbaugh,-Michael
Live Supervision by Family Therapists: A Virginia Survey.
Publication Year: 1989

ABSTRACT: Examined therapy supervision in which supervisors (N=29), observing through one-way mirror, telephoned in suggestions to therapist during session. Found supervisors attached most importance to parsimony, clarity, and timing of phone-ins and affirmed supervisor's responsibility to clients in crisis, advocated flexibility in how therapists use phone-ins, and underscored parallel nature of supervisor-therapist and therapist-family interaction. (ABL)
CLEARINGHOUSE: CG

EJ359024
Williams,-Antony
Parallel Process in a Course on Counseling Supervision.
Publication Year: 1987

ABSTRACT: Addresses the dialectic between the "inner" and the "outer" learnings required for counselors to change their roles to becoming supervisors. Describes a course where "parallel process" issues between supervisor, trainee, and client were evident. The bias in the course was that all learning requires a change in relationship and that supervision needs to be understood developmentally. (Author/KS)
CLEARINGHOUSE: CG

EJ313278
Friedlander,-Myrna-L.; Ward,-Linda-G.
Development and Validation of the Supervisory Styles Inventory.
Publication Year: 1984
Journal-of-Counseling-Psychology; v31 n4 p541-57 Oct 1984

ABSTRACT: Conducted a series of studies (N=627) to develop and validate the Supervisory Styles Inventory (SSI), with parallel versions for supervisors and trainees. Four separate analyses consistently revealed three factors among the perceptions of heterogeneous samples of trainees and experienced supervisors, which suggests that supervisory style is multidimensional. (JAC)
CLEARINGHOUSE: CG

ED346051
Fraenkel,-Jack-R.
Joint vs. Single Supervision.
Publication Year: 1992
Descriptive Note: 33 p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
Pagination: 33

ABSTRACT: San Francisco State University experimented with a form of joint supervision of student teachers during 1989-90 and 1990-91. Results of joint supervision by a member of the education faculty and a subject area faculty member were compared to results of traditional supervision carried out by a single education professor. Data from questionnaires and interviews were collected from student teachers, cooperating teachers, and supervisors. Most student teachers indicated that joint supervision had a positive effect on their teaching performance although a sizable minority indicated that it had no significant effect. For the most part, student teachers perceived no difference in the quality of advice received from their education and subject area supervisors. While most student teachers, cooperating teachers, and subject area faculty viewed the project as a positive influence, supervisors from the education faculty were essentially neutral. This project defined joint supervision as parallel supervision--the two supervisors supervised student teachers independently. This type of shared supervision appeared to work, however the question of whether cooperative supervision is effective has yet to be tested. (IAH)
CLEARINGHOUSE: SP

ED318958
Galloway,-Rita; And-Others
Counseling Supervision: A Possible Relationship between Perceived Training Needs and Language.
Publication Year: 1990
Descriptive Note: 15 p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (36th, Dallas, TX, April 12-14, 1990).
Pagination: 15

ABSTRACT: Evaluating the progress of counselor trainees is not a periodic activity for supervisors, but rather an on-going process that is required in order to provide the trainee with appropriate feedback and a plan for future training experiences. This study is a continuation of a program of research examining the supervision and developmental process of counselor trainees. The present study reviews the taxonomy of the intent of language used in counseling and supervision sessions, monitoring changes of one trainee's language throughout a 2-month period. The trainee was a male counseling psychology doctoral student with 2 years of counseling experience and the supervisor was a male with 9 years of counseling supervisory experience. The client was a 50 year-old male with depression. Five counseling and five supervision sessions were videotaped. From transcripts of the sessions the intent of verbal interactions of each sentence were rated. The results suggested responses by a client, counselor/trainee, and supervisor in one relationship across five sessions were consistent. Considerably more work needs to be completed prior to drawing definitive conclusions regarding consistencies, parallel processes, and differences between the counseling and supervision process. (ABL)
CLEARINGHOUSE: CG

ED257812
Champagne,-David-W.; David,-Robert-J.
One Supervisory Relationship.
Publication Year: [1984]
Desciptive Note: 38 p.; Some pages have broken print.
Pagination: 38
ABSTRACT: A report is presented of the changes and developments in the relationship between an experienced elementary school teacher and the university supervisor assigned to observe and critique his classroom performance over a period of 15 weeks. Each kept a weekly journal of private thoughts and reactions during the course of the supervision. These journal entries are presented in parallel lists revealing each individual's personal progression in interpreting and reflecting upon the events of the same session. A narrative summation describes in detail the development, outcomes, and possible implications for a teacher and supervisor of an intense, continuing supervisory relationship. An analysis is presented of what changes in perceptions, feelings and beliefs of the teacher and the supervisor about teaching and supervision occurred. Behaviors of the supervisor and

teacher which were perceived by each to be helpful in producing satisfactory results are identified. Some implications are discussed about the possibilities, objectives, and limitations of this sort of supervision in improving teaching. (JD)
CLEARINGHOUSE: SP

ED251757
Holloway,-Elizabeth-L.; Wampold,-Bruce-E.
Dimensions of Satisfaction in the Supervision Interview.
Publication Year: 1984
Descriptive Note: 23 p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
Pagination: 23

ABSTRACT: While supervisory research focuses on trainee performance in counseling situations as the primary outcome criterion, few instruments have been developed for evaluating behavior in the supervision interview. To develop a scale that reflects critical factors in the supervisory relationship, the Supervisor Personal Reaction Scale (SPRS) and the Trainee Personal Reaction Scale (TPRS) were factor analyzed using 140 and 141 questionnaires, respectively. The results indicated that for both the SPRS and TPRS, 12 items of the original 32-item questionnaires defined three relatively independent factors. Since the items within each factor for both the SPRS and TPRS were conceptually parallel, the three subscales were labelled in the same way for each scale. The subscales, each with four items apiece, were labelled Evaluation of Other, Evaluation of Self, and Level of Comfort. The new 12-item questionnaires were named the SPRS-Revised (SPRS-R) and the TPRS-Revised (TPRS-R). The new scales provide useful measures for research and for the training of supervisors. (Author/JAC)
CH: CG

ED229578
Humbert,-Jack-T.; Woloszyk,-Carl-A.
Cooperative Education. Information Series No. 253.
Publication Year: 1983
Descriptive Note: 66 p.
Pagination: 66

ABSTRACT: Cooperative education programs aid students in making the transition from school to work. Other benefits include enhanced employability and earning power. Employers benefit through the ability of cooperative education programs to adapt to labor market needs, through reduced recruitment and training problems, and through the satisfaction gained from helping to educate students. The essential elements of cooperative education programs include (1) alternate or parallel periods of instruction in school and supervised employment, (2) written training agreements, (3) vocational instruction related to the job and the student's academic study or career goals, (4) carefully planned alternation of study and work, and (5) students' employment and compensation. These activities are guided by a cooperative education coordinator--an individual who functions in each of the five areas into which the program is organized: administration, coordination, guidance, public relations, and professional development. Issues and recommendations for future cooperative education programs include increased funding, required preservice and inservice training for coordinators, and an expanded role for advisory committees. (Appendixes include descriptions of experiential educational programs, a list of cooperative education coordinator functions, a sample training agreement and school year training plan, a directory of state officials with supervisory responsibility for cooperative education programs, and a glossary.) (YLB)
CLEARINGHOUSE: CE

Supervisory Evaluation and Feedback

SilverPlatter v 2.12 ERIC 1982-12/93

EJ437247
Amundson,-Norman-E.
A Method of Direct Supervision for Use with Group Employment Counsellors.
Publication Year: 1991
Canadian-Journal-of-Counselling; v25 n3 p301-06 Jul 1991

ABSTRACT: Outlines a method of direct supervision which has been applied to group employment counseling. Focuses on a means of supervisory observation. Suggests emphasizing the development of a positive context, minimizing the intrusiveness of the observation, and formulating the debriefing using a strength challenge format to effectively utilize this method. (Author/PVV)
CLEARINGHOUSE: CG

EJ435494
Hackney,-Harold
ACES--Today and Tomorrow.
Publication Year: 1991
Counselor-Education-and-Supervision; v31 n1 p3-8 Sep 1991

ABSTRACT: Presents text of Presidential Address delivered March 24, 1991, at the Association for Counselor Education and Supervision (ACES) luncheon, part of the American Association for Counseling and Development Convention held in Reno, Nevada. Comments on past, present, and future of ACES, particularly on future challenges and role of ACES. (ABL)
CLEARINGHOUSE: CG

EJ420952
Standards for Counseling Supervisors.
Publication Year: 1990
Journal-of-Counseling-and-Development; v69 n1 p30-32 Sep-Oct 1990

ABSTRACT: Presents Association for Counselor Education and Supervision's (ACES) "Standards for Counseling Supervisors" adopted by American Association of Counseling and Development's Governing Council, July 1989. Presents Standard's 11 core areas of knowledge, competencies, and personal traits that characterize effective supervisors. (Author/CM)
CLEARINGHOUSE: CG

EJ369923
Krause,-Audrey-A.; Allen,-George-J.
Perceptions of Counselor Supervision: An Examination of Stoltenberg's Model from the Perspectives of Supervisor and Supervisee.
Publication Year: 1988
Journal-of-Counseling-Psychology; v35 n1 p77-80 Jan 1988

ABSTRACT: Examined relational consequences of supervisors' and supervisees' disagreements about supervisee's counseling sophistication, using Stoltenberg's developmental model of counselor supervision. Supervisors perceived themselves as varying their behavior with supervisees of different developmental levels, though supervisees did not see this. Supervisees reported significantly less satisfaction and impact in mismatched pairs with supervisors, and preferred supervision to focus on personal development. (Author/KS)
CLEARINGHOUSE: CG

EJ309587
Ponterotto,-Joseph-G.; Zander,-Toni-A.
A Multimodal Approach to Counselor Supervision.
Publication Year: 1984
Counselor-Education-and-Supervision; v24 n1 p40-50 Sep 1984

ABSTRACT: Represents an initial effort to apply Lazarus's multimodal approach to a model of

counselor supervision. Includes continuously monitoring the trainee's behavior, affect, sensations, images, cognitions, interpersonal functioning, and when appropriate, biological functioning (diet and drugs) in the supervisory process. (LLL)
CLEARINGHOUSE: CG

ED324623
Borders,-L.-DiAnne; Leddick,-George-R.
Handbook of Counseling Supervision.
Instituation Name (Corporate Source): Association for Counselor Education and Supervision, Washington, D. C.
Publication Year: 1987
Descriptive Note: 98 p.
Pagination: 98

ABSTRACT: This handbook is one of four handbooks developed for preservice and inservice counselor preparation and professional development. It was developed as a practical guide which will provide resources for counselor educators to use with students in practicum and internship settings in their training programs. It is also appropriate for use by instructors as a textbook or supplementary material in supervision courses or workshops. The handbook provides an introduction to the procedures and process of counseling supervision; to the models, approaches, and interventions of supervision; and to the special concerns of the novice supervisor. It leads readers through a sequential process of conducting supervision. It begins with a self-assessment of supervision-related skills, then proceeds to an assessment of the supervisee, establishing goals and a contract, choosing interventions, dealing with process, issues, considering legal and ethical concerns, and evaluating the supervisee. A final section helps supervisors evaluate their own development and performance. An epilogue summarizes literature on the beginning supervisor and describes instructional approaches for the instructor/supervisor of novice supervisors. Individual chapters focus on: (1) assessing supervision knowledge and skills; (2) initial supervisory sessions; (3) supervision goals; (4) choosing and implementing supervision interventions; (5) supervisory relationships and process issues; (6) supervisee evaluation; (7) ethical and legal considerations; and (8) supervisor evaluation. References are included. (NB)

CLEARINGHOUSE: CG

ED284140
Yager,-Geoffrey-G.
Self-Supervision: What To Do When You're Stuck Without an Assigned Supervisor.
Publication Year: 1987
Descriptive Note: 26 p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
Pagination: 26

ABSTRACT: Practicing counselors are often working in settings that do not include regularly-assigned supervisors. In the absence of regular supervision, today's counselors must meet mounting demands for accountability by demonstrating competence and expressing professional autonomy. When a difficult situation arises with a given client, what can and should the counselor do? In a supervised situation, the supervisor actively supports the assessment-action-evaluation process. In a self-supervised situation the assessment, action, and evaluation processes are self-initiated and self-maintained. A self-supervision model represents these processes in a continuous loop. The assessment process determines the direction of needed change; the self-action part involves attempts at direct change, including changing the environment and the consequences of certain behaviors; and the evaluation of the action step provides feedback to subsequent self-assessment thereby modeling an on-going process without a beginning or end. This self-supervision process combining self-awareness, self-action, and self-evaluation helps a counselor to avoid the professional pitfall of burnout. (Author/ABL)
CLEARINGHOUSE: CG

ED247483
Johnson,-Mark-E.
Applications of Social Learning Theory: A Counselor Supervision Model.
Publication Year: 1984
Descriptive Note: 27 p.; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984).
Pagination: 27

ABSTRACT: A social learning theory approach to counselor supervision is conceptualized as a teaching-learning situation, in which counseling is viewed as a specific, trainable set of skills. In light of this approach, a four quarter graduate counselor education program, focusing specifically on the training of social learning therapists, is proposed. The supervision process in this model encompasses four stages: imparting and training of specific skills, supervision of actual counseling sessions, self-monitoring, and program completion. During the first stage, the trainee learns generic verbal and nonverbal counseling skills through modeling, reinforcement, behavioral rehearsal, and self-as-a-model. In stage two, the trainee counsels community clients and achieves skills mastery through peer feedback and individual and group supervision. In stage three, the trainee masters self-monitoring skills, which refer to the ability of the trainee to objectively assess and evaluate his own counseling performance. The skills are acquired through observation, feedback, and personal counseling. The fourth and final stage of the program involves certification of program completion. Supervisors, following this model, are specifically selected based on their training and experience in teaching and counseling, as well as their background in social learning theory. (BL)
CLEARINGHOUSE: CG

ED227377
Wiley,-Mary-O'Leary
Developmental Counseling Supervision: Person-Environment Congruency, Satisfaction, and Learning.
Publication Year: 1982
Descriptive Note: 15 p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
Pagination: 15

ABSTRACT: A developmental approach to counseling supervision proposes that counseling trainees develop in predictable ways over the course of their training,that supervision environments should change to match trainees' needs, and that a congruent supervision environment will better meet the learning needs of trainees. To explore the developmental approach to counseling supervision, a two-scale instrument representing the counselor complexity model of Cal Stoltenberg was developed representing supervisee characteristics (P-scale) and the supervision environment (E-scale). This Developmental Level Determination Scale was administered to 71 supervisors for 107 supervisees and supervisory environments at 9 university counseling centers. Each supervisor filled out a P-scale and an E-scale for each supervisee at the two-thirds point of the semester. At the end of the semester data on satisfaction and learning were collected from both supervisors and supervisees. Results confirmed the model in which trainees progress in counselor complexity level over the course of training. Results also indicated that, in general, supervisors provided different levels of supervision over the course of training. The congruency hypothesis was not supported, since person-environment mismatch was not related to supervisor or supervisee satisfaction. The findings support the validity of the developmental approach to counselor supervision. (JAC)
CLEARINGHOUSE: CG

Ethical and Legal Dimensions of Supervision

SilverPlatter v 2.12 ERIC 1982-12/93

EJ448165
Davenport,-Donna-S.
Ethical and Legal Problems with Client-Centered Supervision.
Publication Year: 1992
Counselor-Education-and-Supervision; v31 n4 p227-31 Jun 1992

ABSTRACT: Responds to previous article which recorded interview with C. H. Patterson regarding client-centered practice of supervision. Notes points on which author agrees and disagrees with Patterson's views. Concludes that evaluation must be part of the supervisor package and that client-centered supervision fails to meet the rigorous ethical and legal guidelines now required of counselor supervisors. (NB)
CLEARINGHOUSE: CG

ED340985
Herlihy,-Barbara; Corey,-Gerald
Dual Relationships in Counseling.
Publication Year: 1992
Descriptive Note: 253 p.
Pagination: 253
ABSTRACT: Issues involving dual relationships in counseling are discussed in this monograph. Dual relationships occur when counselors have another, significantly different, relationship with one of their clients, students, or supervisees. This monograph is intended to be a resource that reflects the current thinking of the counseling profession and that represents the diversity of opinion that exists. The book is organized in four parts: Part I contains two chapters that provide a general introduction and overview of dual relationships. In chapter 1 the issues and areas of concern are defined. In chapter 2 the focus is on sexual dual relationships. The considerable body of existing literature is reviewed and discussed and questions are raised about some "gray areas." The remainder of the monograph focuses primarily on non-sexual dual relationships. In part II (containing chapters 3, 4, and 5) issues in the preparation and supervision of counselor trainees are examined. Part III (containing chapters 6-11) focuses on how dual relationships affect practitioners in various settings and aspects of their work. Issues that confront counselors in private practice, college personnel workers, school counselors, rehabilitation counselors, group counselors, and consultants are discussed. In the single chapter of part IV (chapter 12) key themes are identified, questions are asked to encourage integration and reflection, and a decision-making model is presented. It is noted that dual relationships, especially nonsexual dual relationships, will in all probability continue to be discussed and debated well into the 1990s. (ABL)
CLEARINGHOUSE: CG

EJ437262
Sherry,-Patrick
Ethical Issues in the Conduct of Supervision.
Publication Year: 1991
Counseling-Psychologist; v19 n4 p566-84 Oct 1991

ABSTRACT: Uses American Psychological Association code of ethics to understand ethical issues present in the conduct of supervision. Discusses ethical issues of responsibility, client and supervisee welfare, confidentiality, competency, moral and legal standards, public statements, and professional relationships in relation to supervision. (Author/NB)
CLEARINGHOUSE: CG

EJ262873
Cormier,-L.-Sherilyn; Bernard,-Janine-M.
Ethical And Legal Responsibilities Of Clinical Supervisors.
Publication Year: 1982
Personnel-and-Guidance-Journal; v60 n8 p486-91 Apr 1982

ABSTRACT: Describes responsibilities of supervisors to counselors and to clients. Examines issues such as due process, dual relationships, informed consent, confidentiality, and negligence in the context of supervision. Discusses several training

methods that help prepare supervisors for handling their ethical and legal responsibilities efficiently and effectively. (Author)
CLEARINGHOUSE: CG

ED324625
Brown,-Duane; And-Others
Handbook of Consultation with Individuals and Small Groups.
Institutional Name (Corporate Source): Association for Counselor Education and Supervision, Washington, D. C.
Publication Year: 1988
Descriptive Note: 98 p.
Pagination: 98

ABSTRACT: This handbook is one of four handbooks developed for preservice and inservice counselor preparation and professional development. It was developed as a practical guide for practicing professionals and as a textbook or supplementary material for use in courses or workshops on consultation. Chapter 1 provides an introduction to consultation, defining the term and explaining why consultation is valuable. Chapter 2 outlines basic facilitative skills and focuses on developing the consulting relationship, looking at the pre-relationship, initiating the relationship, structuring the consultation, communication skills, and possible cross-cultural concerns. Chapter 3 concentrates on problem identification and goal setting in consultation. Types of data needed to define the client's problem are discussed and systems for classifying problems are explained. A section on goal setting is followed by a discussion of crisis and consultation. Chapter 4 presents various consultation interventions for use with individuals and groups. Chapter 5 focuses on evaluation of consultation, presenting both extensive and intensive evaluation designs and discussing some useful evaluation instruments. Different issues in consultation are considered in chapter 6, including internal consulting, supervising consultants in training, and the consultant as a private practitioner. Chapter 7 looks at ethical and legal considerations in consultation. References are included. (NB)
CLEARINGHOUSE: CG

ED324623
Borders,-L.-DiAnne; Leddick,-George-R.
Handbook of Counseling Supervision.
Institutional Name (Corporate Source): Association for Counselor Education and Supervision, Washington, D. C.
Publication Year: 1987
Descriptive Note: 98 p.
Pagination: 98

ABSTRACT: This handbook is one of four handbooks developed for preservice and inservice counselor preparation and professional development. It was developed as a practical guide which will provide resources for counselor educators to use with students in practicum and internship settings in their training programs. It is also appropriate for use by instructors as a textbook or supplementary material in supervision courses or workshops. The handbook provides an introduction to the procedures and process of counseling supervision; to the models, approaches, and interventions of supervision; and to the special concerns of the novice supervisor. It leads readers through a sequential process of conducting supervision. It begins with a self-assessment of supervision-related skills, then proceeds to an assessment of the supervisee, establishing goals and a contract, choosing interventions, dealing with process, issues, considering legal and ethical concerns, and evaluating the supervisee. A final section helps supervisors evaluate their own development and performance. An epilogue summarizes literature on the beginning supervisor and describes instructional approaches for the instructor/supervisor of novice supervisors. Individual chapters focus on: (1) assessing supervision knowledge and skills; (2) initial supervisory sessions; (3) supervision goals; (4) choosing and implementing supervision interventions; (5) supervisory relationships and process issues; (6) supervisee evaluation; (7) ethical and legal considerations; and (8) supervisor evaluation. References are included. (NB)
CLEARINGHOUSE: CG

EJ435498
Kurpius,-DeWayne; And-Others
Ethical Issues in Supervising Counseling Practitioners.
Publication Year: 1991
Counselor-Education-and-Supervision; v31 n1 p48-57 Sep 1991

ABSTRACT: Discusses major ethical issues related to training and supervising counseling practitioners including transference, dependency, and power in the supervisory relationship, dual relationship, stereotyping, and the imposition of the supervisors' beliefs on the supervisee. Identifies suggestions for lessening the threat of ethical violations. (Author)
CLEARINGHOUSE: CG

EJ420952
Standards for Counseling Supervisors.
Publication Year: 1990
Journal-of-Counseling-and-Development; v69 n1 p30-32 Sep-Oct 1990

ABSTRACT: Presents Association for Counselor Education and Supervision's (ACES) "Standards for Counseling Supervisors" adopted by American Association of Counseling and Development's Governing Council, July 1989. Presents Standard's 11 core areas of knowledge, competencies, and personal traits that characterize effective supervisors. (Author/CM)
CLEARINGHOUSE: CG

ED324626
Kurpius,-DeWayne-J., Ed.; Brown,-Duane, Ed.
Handbook of Consultation: An Intervention for Advocacy and Outreach.
Institutional Name (Corporate Source): Association for Counselor Education and Supervision, Washington, D. C.
Publication Year: 1988
Descriptive Note: 86 p.
Pagination: 86

ABSTRACT: This handbook is one of four handbooks developed for preservice and inservice counselor preparation and professional development. It was developed as a practical guide for practicing professionals and as a textbook or supplementary material for use in courses or workshops on consultation. It consists of six chapters. "Introduction to Consultation: An Intervention for Advocacy and Outreach" (DeWayne Kurpius and Joyce Lewis) defines advocacy and outreach, looks at the role of the consultant as advocate, and considers issues of consultation. "Empowerment through Advocacy" (Duane Brown) defines advocacy, lists the qualities of an advocate, considers skills and strategies of advocacy, describes the process of advocacy, and discusses ethics and advocacy and some problems in advocacy. "Consultative Advocacy Differentiated from Legal Advocacy" (Theodore Remley, Jr.) looks at attorneys as advocates and at consultants as advocates and then goes on to consider appropriate advocacy roles for consultants. "Consultation as Advocacy and Outreach in Community Mental Health Settings: Theory to Practice" (Gordon Gibson) examines the development of theory in consultation and at consultation interventions as advocacy and outreach. Case applications are provided for consultation as advocacy and as outreach. "Advocacy and Outreach: Applications to College/University Counseling Centers" (David Drum and Luis Valdes) looks at levels of need and presents an outreach model. "Advocacy and Outreach Through Consultation: Applications to Educational Settings" (Clarence Johnson and Sharon Johnson) discusses the role of the counselor as student advocate in a guidance program and presents 12 essential program elements of a results-based guidance program. Chapters include references. (NB)
CLEARINGHOUSE: CG

The Good Supervisor

SilverPlatter v. 2.12 ERIC 1982-12/93

ED324623
Borders,-L.-DiAnne; Leddick,-Geroge-R.
Handbook of Counseling Supervision.
Publication Year: 1987
Descriptive Note: 98 p.
PAGINATION: 98

ABSTRACT: This handbook is one of four handbooks developed for preservice and inservice counselor preparation and professional development. It was developed as a practical guide which will provide resources for counselor educators to use with students in practicum and internship settings in their training programs. It is also appropriate for use by instructors as a textbook or supplementary material in supervision courses or workshops. The handbook provides an introduction to the procedures and process of counseling supervision; to the models, approaches, and interventions of supervision; and to the special concerns of the novice supervisor. It leads readers through a sequential process of conducting supervision. It begins with a self-assessment of supervision-related skills, then proceeds to an assessment of the supervisee, establishing goals and a contract, choosing interventions, dealing with process, issues, considering legal and ethical concerns, and evaluating the supervisee. A final section helps supervisors evaluate their own development and performance. An epilogue summarizes literature on the beginning supervisor and describes instructional approaches for the instructor/supervisor of novice supervisors. Individual chapters focus on: (1) assessing supervision knowledge and skills; (2) initial supervisory sessions; (3) supervision goals; (4) choosing and implementing supervision interventions; (5) supervisory relationships and process issues; (6) supervisee evaluation; (7) ethical and legal considerations; and (8) supervisor evaluation. References are included. (NB)
CLEARINGHOUSE: CG

ED318958
Galloway,-Rita; And-Others
Counseling Supervision: A Possible Relationship between Perceived Training Needs and Language.
Publication Year: 1990
Descriptive Note: 15 p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (36th, Dallas, TX, April 12-14, 1990).
Pagination: 15

ABSTRACT: Evaluating the progress of counselor trainees is not a periodic activity for supervisors, but rather an on-going process that is required in order to provide the trainee with appropriate feedback and a plan for future training experiences. This study is a continuation of a program of research examining the supervision and developmental process of counselor trainees. The present study reviews the taxonomy of the intent of language used in counseling and supervision sessions, monitoring changes of one trainee's language throughout a 2-month period. The trainee was a male counseling psychology doctoral student with 2 years of counseling experience and the supervisor was a male with 9 years of counseling supervisory experience. The client was a 50 year-old male with depression. Five counseling and five supervision sessions were videotaped. From transcripts of the sessions the intent of verbal interactions of each sentence were rated. The results suggested responses by a client, counselor/trainee, and supervisor in one relationship across five sessions were consistent. Considerably more work needs to be completed prior to drawing definitive conclusions regarding consistencies, parallel processes, and differences between the counseling and supervision process. (ABL)
CLEARINGHOUSE: CG

ED305563
Beck,-Terrence-D.; And-Others
Training Field Supervisors for Adult Counseling Situations.
Publication Year: 1989
Descriptive Note: 37 p.; Paper presented at the Annual Meeting of the American Association of Counseling and Development (Boston, MA, March 15-18, 1989).
PaginatioN: 37

ABSTRACT: Supervising new counselors is a serious and important task; the quality of initial supervisory experiences on the development and competence of a counseling intern or new counseling professional may directly impact that individual's subsequent effectiveness with clients. With the increasing practicum/internship requirements recommended by the Council for Accreditation of Counseling and Related Educational Programs, the critical nature of the field experience becomes even further magnified. Surveys have indicated that most field supervisors have no formal training in supervision, and most have little contact with the intern's academic supervisor. A continuing challenge to counselor educators is the development of supervision training programs that could provide for the continuing education and development of practicing counselors in the areas necessary to prepare them as supervisors. There are a number of models available for supervision. Unfortunately, most of these are applied in training doctoral-level students; specific training in supervision methods is lacking in most work settings. The support of the agency director or administrator, an orientation to supervision, and an agreement for continued contact are three elements necessary to initiate a better relationship between the university and the field supervisors. (Three sets of recommendations are included which are designed to represent the viewpoints of the university professors, the field supervisors, and the student trainees.) (NB)
CLEARINGHOUSE: CG

ED301818
Wilson,-F.-Robert; Yager,-Geoffrey-G.
Generalizability of Effectiveness Ratings for Counselors and Their Supervisors.
Publication Year: 1988
Descriptive Note: 28 p.; Paper presented at the Annual Meeting of the National Association for Counselor Education and Supervision (St. Louis, MO, October 7-10, 1988).
Pagination: 28

ABSTRACT: It is common for supervisors to evaluate their supervisees with a rating form. Despite the importance of supervisor ratings to the training of counselors and therapists, very little attention has been devoted to the overall reliability (generalizability) of these ratings. This study examined the generalizability of supervisor ratings of counselors-in-training. Participants included 23 counselor trainees enrolled in a masters level prepracticum course and 9 doctoral-level counseling supervisors. Ratings of counselor and supervisor effectiveness were collected through the use of the Counselor Effectiveness Scale. At the beginning of the term, practicum trainees were randomly assigned to supervisors. Each prepracticum counselor audiotaped a counseling session with a volunteer client on each of 6 weeks. Within a week following each counseling session, counselors met with their supervisors for a 60 minute supervision session. Following each supervision session, the supervisor rated the effectiveness of the counselor, and the counselor rated the effectiveness of the supervisor. Generalizability analyses were performed. Results showed generalizability of supervisor's ratings of counselor effectiveness were affected more by the number of occasions on which the counselor was rated than by the length of the rating instrument. Similar findings were observed for counselor ratings of supervisor effectiveness. (ABL)
CLEARINGHOUSE: CG

ED283098
Dye,-Allan
ACES' Attitudes: Supervisor Competencies and a National Certification Program.
Publication Year: 1987
Descriptive Note: 6 p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
Pagination: 6

ABSTRACT: The Association for Counselor Education and Supervision (ACES) received an American Association for Counseling and Development Foundation Professional Enhancement Grant to be used in identifying requisite supervisor knowledge and skills and in determining what procedures should be used in

establishing a national "approved supervisor" certification program. ACES members (N=724) completed a survey which asked them to: (1) rate the relative importance of each of some 92 specific knowledge and skill factors; (2) describe how these clusters of knowledge and skill characteristics should be acquired and whether they should be included in a certification program; and (3) give recommendations regarding certification requirements, documents, and procedures. The results revealed 26 items in the 6 knowledge and skill scales of personal traits, facilitating skills, conceptual skills, technical/interventional skills, program management/supervision skills, and knowledge of management and supervision. There was strong agreement that evidence of these competencies should be included in a certification program. The findings support the view that ACES should create such a certification program. The proposed certification would be voluntary, designed to demonstrate an individual's professional competence and promote counseling supervision as a valuable, demonstrable professional specialty. (NB)
CLEARINGHOUSE: CG

ED247506
Dole,-Arthur-A.; And-Others
Counselor Retrospections and Supervisor Cognitions: A Case Study.
Publication Year: 1984
Descriptive Note: 20 p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
Pagination: 20

ABSTRACT: Since Kagan (1963) developed interpersonal process recall more than 20 years ago, there has been continuing interest in the thought processes of practitioners. A case study approach was used to analyze the retrospections of a graduate student counselor and the cognitions of an experienced supervising psychologist about a counseling session with a 10-year-old disturbed boy. When coded independently on six dimensions, the supervisor's cognitions did not differ significantly from the counselor's retrospections. Both stressed present time, in-session and internal events, and both were professional rather than personal in orientation, and predominantly critical. These findings are consistent with the fact that the counselor and supervisor had had a close working relationship for several years. In contrast, when the supervisor listened to a tape of another counseling student, responses differed qualitatively and quantitatively. The findings suggest that interpersonal process recall can be applied objectively to the supervisory process. (JAC)
CLEARINGHOUSE: CG

Fostering Counselors' Development in Group Supervision

SilverPlatter v 2.12 ERIC 1982-12/93

EJ426845
Borders,-L.-DiAnne
A Systematic Approach to Peer Group Supervision.
Publication Year: 1991
Journal-of-Counseling-and-Development; v69 n3 p248-52 Jan-Feb 1991

ABSTRACT: Noting that peer supervision groups are advocated for counselors at all experience levels, this article describes and illustrates a structured peer group format that encourages skill development, conceptual growth, participation, instructive feedback, and self-monitoring. Discusses emphasis on developing cognitive counseling skills and describes some extensions of the approach. (Author/NB)
CLEARINGHOUSE: CG

EJ419606
Prest,-Layne-E.; And-Others
"The Fly On The Wall" Reflecting Team Supervision.
Publication Year: 1990
Journal-of-Marital-and-Family-Therapy; v16 n3 p265-73 Jul 1990

ABSTRACT: Adapts reflecting team concept, a practical application of constructivist ideas, for use in group supervision. Evolving model includes a focus on the unique "fly on the wall" perspective of the reflecting team. Trainees are introduced to a multiverse of new ideas and perspectives in a context which integrates some of the most challenging ideas in the field. (Author/PVV)
CLEARINGHOUSE: CG

EJ379642
Kruger,-Louis-J.; And-Others

A Behavior Observation System for Group Supervision.

Publication Year: 1988
Counselor-Education-and-Supervision; v27 n4 p331-43 Jun 1988

ABSTRACT: Developed behavior observation system for group supervision, designed to measure occurrence of verbal problem-solving behavior during group supervision meetings. Obtained reliability data from four counseling teams' group supervision meetings at residential facility for children with social and emotional problems. Results indicated that system had adequate reliability for preliminary research. (Author/NB)
CLEARINGHOUSE: CG

EJ320741
Holloway,-Elizabeth; Johnston,-Rebecca
Group Supervision: Widely Practiced But Poorly Understood.
Publication Year: 1985
Counselor-Education-and-Supervision; v24 n4 p332-40 Jun 1985

ABSTRACT: Reviews the group supervision literature in counselor training from 1960 to 1983. Included only those articles pertaining to supervised groups of counselor trainees participating in individual counseling practica. Descriptions of group supervision include elements of case presentation, didactic information, and interpersonal process. (Author/BH)
CLEARINGHOUSE: CG

EJ316509
Quinn,-William-H.; And-Others
The Stuck-Case Clinic as a Group Supervision Model.
Publication Year: 1985

Journal-of-Marital-and-Family-Therapy; v11 n1 p67-73 Jan 1985

ABSTRACT: Describes a conceptual framework and set of procedures which provide a format for advanced trainees in family therapy. Includes descriptions of the theoretical orientation, organization of the clinic, trainee and supervisor roles, and advantages of the model for trainees, families, and clinicians in the community. (BH)
CLEARINGHOUSE: CG

ED325722
Borders,-L.-DiAnne
Structured Peer Group Supervision.
Publication Year: 1989
Descriptive Note: 15 p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Boston, MA, March 15-18, 1989).
Pagination: 15

ABSTRACT: The merits of peer group supervision have been advocated widely, but the actual practice has been described infrequently. The structured peer group format is a model that provides an organizational structure and a systematic procedure for conducting peer groups. In application, the approach can be adapted to match the developmental levels of the counselors and the supervisor. Members also receive training in methods and skills that they can use in supervising their colleagues and themselves throughout their professional careers. In addition, the approach emphasizes development of conceptualization skills and enhances cognitive growth in general. Illustrations from actual groups are included, and some extensions of the approach are suggested. (Author/TE)
CLEARINGHOUSE: CG

ED323477
Carmichael,-Karla-D.
Peer Rating Form in Counselor Supervision.
Publication Year: 1987
Descriptive Note: 14 p.

Pagination: 14

ABSTRACT: A literature review of the use of peer supervisors in counselor training and supervision identified theories which mention the use of peers in the supervision process and revealed several points for consideration in selecting peer supervisors and implementing a peer supervision program. A Likert-style peer supervision rating form was developed and tested as a practical way to keep trainees focused on observations in counseling skills. The purpose of the peer supervision rating sheet was to stimulate more research in the area of peer supervision. Ten counselor trainees role-played counseling sessions, while their peers rated them. Discussions of the ratings followed, with specific interest in the difference between 1 (poor), 3 (average), and 5 (excellent) for each item on the scale. In group supervision, the peer supervisors shared the ratings with the student who was observed, and each peer supervisor discussed how the observed student might improve individual ratings. As an outgrowth of the peer supervision, the supervisees took a more active role in requesting help from the supervisors, and their requests for skill development were more specific than in previous years. (Indications for further research are provided, and the rating form is appended.) (TE)
CLEARINGHOUSE: CG

ED247483
Johnson,-Mark-E.
Applications of Social Learning Theory: A Counselor Supervision Model.
Publication Year: 1984
Descriptive Note: 27 p.; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984).
Pagination: 27

ABSTRACT: A social learning theory approach to counselor supervision is conceptualized as a teaching-learning situation, in which counseling is viewed as a specific, trainable set of skills. In light of this approach, a four quarter graduate counselor education program, focusing specifically on the training of social learning therapists, is proposed. The supervision process in this model encompasses four stages: imparting and training of specific skills, supervision of actual counseling sessions, self-monitoring, and program completion. During the first stage, the trainee learns generic verbal and nonverbal counseling skills through modeling, reinforcement,

behavioral rehearsal, and self-as-a-model. In stage two, the trainee counsels community clients and achieves skills mastery through peer feedback and individual and group supervision. In stage three, the trainee masters self-monitoring skills, which refer to the ability of the trainee to objectively assess and evaluate his own counseling performance. The skills are acquired th' ;h observation, feedback, and personal counseling. The fourth and final stage of the program involves certification of program completion. Supervisors, following this model, are specifically selected based on their training and experience in teaching and counseling, as well as their background in social learning theory. (BL)
CLEARINGHOUSE: CG

Peer Consultation As a Form of Supervision

SilverPlatter v 2.12 ERIC 1982-12/93

EJ422473
Pitts,-James-H.; And-Others
Coordination of Clinical Supervision in Practicum and Internship Programs.
Publication Year: 1990
Counselor-Education-and-Supervision; v29 n4 p291-99 Jun 1990

ABSTRACT: Provides a conceptual framework for coordination of the practicum/internship program, viewing it as the management of a system. Identifies important components and explores their impact on the system. Suggests ways to fulfill the needs and demands of students, faculty, the university, the placement settings and their clients, and the counseling profession as a whole. (Author/PVV)
CLEARINGHOUSE: CG

EJ323239
Huhn,-Ralph-P.; And-Others
A Survey of Programs of Professional Preparation for Group Counseling.
Publication Year: 1985
Journal-for-Specialists-in-Group-Work; v10 n3 p124-33 Sep 1985

ABSTRACT: Reports results of a survey of college and university programs (N=76) for the preparation of group counselors as represented by persons who are jointly members of the Association for Specialists in Group Work and the Association for Counselor Education and Supervision. Discusses program characteristics and training and assessment methods and provides recommendations. (Author/MCF)
CLEARINGHOUSE: CG

EJ313374
Schauer,-Andrew-H.; And-Others
Effects of Observation and Evaluation on Anxiety in Beginning Counselors: A Social Facilitation Analysis.
Publication Year: 1985
Journal-of-Counseling-&-Development; v63 n5 p279-85 Jan 1985

ABSTRACT: Presents the social facilitation paradigm as a useful model for predicting positive and negative effects of supervision observation on the performance of counselors. Describes some recent studies that have attempted to test this paradigm in actual counseling studies and offers some suggestions for future research. (LLL)
CLEARINGHOUSE: CG

EJ277711
Kaplan,-David-M.
Current Trends in Practicum Supervision Research.
Publication Year: 1983
Counselor-Education-and-Supervision; v22 n3 p215-26 Mar 1983

ABSTRACT: Presents a conceptual framework and explores results and implications of practicum research published from 1975-1982. Studies (N=42) were found pertaining to practicum supervision and were divided into two categories: maximizing effectiveness of the practicum experience and specific techniques in practicum supervision. Practicum supervision was found to be worthwhile. (Author/RC)
CLEARINGHOUSE: CG

ED302773
Stoltenberg,-Cal; Holmes,-Deborah
A Comparison of Counseling Supervisors' and Trainees' Perceptions of Development.
Publication Year: 1988
Descriptive Note: 15 p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (34th, Tulsa, OK, April 21-23, 1988).
Pagination: 15

ABSTRACT: Stoltenberg's (1981) counselor complexity model, a developmental model of the supervision process, conceptualizes the training process as a sequence of four identifiable stages

through which a trainee progresses: dependency, dependency-autonomy conflict, conditional dependency, and the master counselor. Evidence has been found in support of developmental models of supervision in general and of Stoltenberg's constructs specifically. This study investigated the degree of difference or agreement between supervisors' perceptions of trainees and their trainees' perceptions of themselves. Twenty pairs of supervisors and trainees rated the trainees on their perceived developmental level by completing the Supervisee Levels Questionnaire during the third week of the practicum and again at the end of the semester. A correlational analysis indicated a positive relationship between the trainees' ratings of satisfaction with supervision and their perception of developmental growth over the course of the semester. The results indicated that the larger the difference between the pretest and the posttest ratings, the greater the degree of satisfaction reported by the trainees. In addition, the greater the difference between the trainees' and the supervisors' initial perception of the trainees' development, the greater the subsequent satisfaction with the supervisor. (NB)
CLEARINGHOUSE: CG

ED221492
Meyerson,-Roberta-C.
Evaluating Trainees in the Counseling Practicum.
Publication Year: 1981
Descriptive Note: 15 p.; Paper presented at the Annual Colloquium of the Council of Graduate Students in Education (1981).
Pagination: 15

ABSTRACT: A study was made to determine the procedures which supervisors and instructors of counseling practica currently use to evaluate the counseling effectiveness of masters and doctoral level practicum students. Inquiry was also made about the solutions adopted when a student is considered ineffective. The survey elicited responses from 89 individuals, most of whom served in the dual capacities of practicum intructors and individual supervisors, and represented a broad range of counseling approaches. The survey questions pertained to: (1) formal and informal assessment procedures in practica; (2) strategies for dealing with trainees whose counseling was evaluated as incompetent or ineffective; and (3) the relative importance of certain aspects of trainee professional development. Over half of the respondents indicated that trainees were graded on a pass/fail basis. The respondents indicated that they used indirect and subjective methods of student evaluation, such as audio- or video-taped counseling sessions, observation of student attitudes and behavior in supervision, and student self-reports of progress with clients. In response to a question on how they dealt with students who were rated as unsatisfactory, most indicated that these trainees were given "incompletes" and offered some type of remedial experience to assist them in developing skills in their areas of deficiency. Most of the respondents checked more than one option which they used in handling ineffective trainees. Over half of the respondents ranked counseling interview skills as the most important aspect of professional development for their practicum students. (JD)
CLEARINGHOUSE: SP

Supervision of School Counselors

SilverPlatter v 2.12 ERIC 1982-12/93

ED360358
Patton,-M.-J.; And-Others
The Supervisory Working Alliance Inventory: A Validity Study.
Publication Year: 1992
Descriptive Note: 13 p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
Pagination: 13

ABSTRACT: The Supervisory Working Alliance Inventory (SWAI) developed by J. F. Efstation, M. J. Patton, and C. M. Kardash (1990) was further evaluated for its psychometric properties and relationships with the Personal Reactions Scale--Revised (PRS-R) developed by E. L. Holloway and B. E. Wampold (1984), the only other measure of the relationship in counselor supervision. The original factor structure of the SWAI was replicated on a sample considerably different from the one reported in the initial study. A sample of 65 supervisors (34 males and 31 females) and 88 trainees (20 males and 68 females) from university staffs returned completed instruments, which were supplemented by data for an additional 30 supervisors and 30 trainees from a university counseling center. Results suggest the suitability of the SWAI for use with participants of differing backgrounds and experiences. Correlations with the PRS-R indicate that the SWAI measures the supervisory relationship over more dimensions than the PRS-R, most notably focusing on trainees' understanding of clients. Two tables present means, standard deviations, factor loadings, eigenvalues, and variance for the two SWAI versions. (SLD)
CLEARINGHOUSE: TM

EJ455440
Patterson,-Lewis-E.; And-Others

Automaticity as a Factor in Counsellor Skills Acquisition.
Publication Year: 1992
Canadian-Journal-of-Counselling; v26 n3 p189-200 1992

ABSTRACT: Observed work of 14 mental health and school counselors in their initial supervised experience to determine whether some behaviors become automatic during first 6 months of supervision. Attending skills and skills that facilitate disclosure were found to be present significantly more often at conclusion of supervision period. Neither diagnostic nor relationship-building skills improved significantly. (Author/NB)
CLEARINGHOUSE: CG

EJ445475
Matthes,-William-A.
Induction of Counselors into the Profession.
Publication Year: 1992
School-Counselor; v39 n4 p245-50 Mar 1992

ABSTRACT: In study of the induction process for school counselors new to the profession, 40 novice school counselors completed the Conditions for Professional Practice: Counselor's Perceptions questionnaire. Results suggest that primary mode of induction used for counselors in schools could best be described as "sink or swim." Novice counselors were expected to function in isolation with minimal support and supervision. (NB)
CLEARINGHOUSE: CG

EJ442648
VanZandt,-C.-E.; Perry,-Nancy-S.
Helping the Rookie School Counselor: A Mentoring Project.
Publication Year: 1992
School-Counselor; v39 n3 p158-63 Jan 1992

ABSTRACT: Describes a mentoring project whose purpose was to answer the challenge of balancing the school counselors' personal and professional development needs during the critical first year. Describes mentor selection, mentor training, program implementation, and project evaluation. (ABL)
CLEARINGHOUSE: CG

EJ442647
Henderson,-Patricia; Lampe,-Richard-E.
Clinical Supervision of School Counselors.
Publication Year: 1992
School-Counselor; v39 n3 p151-57 Jan 1992

ABSTRACT: Describes school counseling project in which building-level counseling department heads filled supervisory role. Describes head counselor's role in clinical supervision, problems encountered in implementing a clinical supervision model, districtwide training head counselors received to conduct appropriate clinical supervision, and benefits of clinical supervision of counselors. (ABL)
CLEARINGHOUSE: CG

EJ442644
Deck,-Mary-D.
Training School Counselors to be Consultants.
Publication Year: 1992
Elementary-School-Guidance-and-Counseling; v26 n3 p221-28 Feb 1992

ABSTRACT: Presents existing ideas on designing curriculum experiences in consultation and offers suggestions for training and supervising school counselors-in-training. Concludes that, for consultation to be effective as primary intervention within comprehensive developmental school counseling programs, planned instruction through didactic methods, laboratory experiences and practicum, and supervision must be provided for counselors-in-training. (ABL)
CLEARINGHOUSE: CG

EJ428087
Borders,-L.-DiAnne
Supervision Does Not Equal Evaluation.
Publication Year: 1991
School-Counselor; v38 n4 p253-55 Mar 1991

ABSTRACT: Differentiates between the purposes, goals, and functions of supervision and evaluation for school counselors. Claims, if supervision and evaluation are both provided, school counselors can be more effective, efficient, and productive. (ABL)
CLEARINGHOUSE: CG

EJ422544
Schmidt,-John-J.
Critical Issues for School Counselor Performance Appraisal and Supervision.
Publication Year: 1990
School-Counselor; v38 n2 p86-94 Nov 1990

ABSTRACT: Presents some basic questions surrounding the performance appraisal of school counselors. Focuses on questions about what will be evaluated; how performance appraisal will be done; and who will be evaluated. Claims performance appraisal should include identification of functions; appropriate methods of data collection; trained evaluation; and professional development. (ABL)
CLEARINGHOUSE: CG

EJ346637
Drapela,-Victor-J.; Drapela,-Gwen-B.
The Role of the Counselor in Intern Supervision.
Publication Year: 1986
School-Counselor; v34 n2 p92-99 Nov 1986

ABSTRACT: Discusses the nature of intern supervision, identifies counselor skills and strategies suitable for various stages of the supervision process, and proposes a concrete sequential outline for structuring internship experiences. (ABB)
CLEARINGHOUSE: CG

EJ343491
Barret,-Robert-L.; Schmidt,-John-J.
School Counselor Certification and Supervision: Overlooked Professional Issues.
Publication Year: 1986
Counselor-Education-and-Supervision; v26 n1 p50-55 Sep 1986

ABSTRACT: Explores issues related to school counselor certification and supervision. Recommends actions to clarify the professional identity of school counselors and contribute to appropriate definitions and descriptions of counselor supervision. (Author)
CLEARINGHOUSE: CG

EJ297731
Schmidt,-John-J.; Barret,-Robert-L.
Who's in Charge? School Counseling Supervision in North Carolina.
Publication Year: 1983
Counselor-Education-and-Supervision; v23 n2 p109-16 Dec 1983

ABSTRACT: Summarizes survey results of school counseling supervisors in North Carolina (N=42). Responses showed that the majority of school counseling programs are supervised by noncounseling personnel, usually supervisors of curriculum or instructional programs. Supervisors' educational backgrounds, professional memberships, opinions about counselor certification issues, and dominant supervisory functions are described. (JAC)
CLEARINGHOUSE: CG

ED314696
Ritchie,-Martin-H.
Research on the Roles, Preparation, and Effectiveness of School Counselors.
Publication Year: 1989
Descriptive Note: 14 p.; Paper presented at the Annual Meeting of the North Central Association for Counselor Education and Supervision (Milwaukee, WI, October 18-22, 1989).
Pagination: 14

ABSTRACT: A review of recent research on school counseling reveals that individual and group counseling, career counseling, and consultation with parents and teachers are the most important functions for school counselors as rated by counselors, teachers, administrators, parents, and students, whereas ineffective counseling is linked with too much time on administrative and clerical duties and too few counselors to serve too many students. Current trends in the preparation of school counselors include (1) 2-year, full-time master's degree in school counseling with a supervised internship in the schools for one full academic term; (2) separate specialty courses for elementary, middle, and secondary school counselors; and (3) increased emphasis on group guidance, group counseling, and preventive interventions, particularly at the elementary level. Several states now mandate elementary school counselors and some states mandate that most of a counselor's time be spent in direct service to students. Twenty-two references are included. (Author/TE)
CLEARINGHOUSE: CG

Supervision of Marriage and Family Counselors

SilverPlatter v 2.12 ERIC 1982-12/93

EJ419607
Nichols,-William-C.; And-Others
Supervision in Family Therapy: A Decade Restudy.
Publication Year: 1990
Journal-of-Marital-and-Family-Therapy; v16 n3 p275-85 Jul 1990

ABSTRACT: Replicated Everett's (1980) survey of Approved Supervisors of American Association for Marriage and Family Therapy (AAMFT). Found significant differences in today's supervision including increase in female supervisors, shift toward systemic theoretical orientation, more supervisors in formal training settings, increase in video recording usage, and others. Maintains that Approved Supervisor system appears to be fulfilling AAMFT organizational goals. (Author/PVV)
CLEARINGHOUSE: CG

EJ419606
Prest,-Layne-E.; And-Others
"The Fly on the Wall" Reflecting Team Supervision.
Publication Year: 1990
Journal-of-Marital-and-Family-Therapy; v16 n3 p265-73 Jul 1990

ABSTRACT: Adapts reflecting team concept, a practical application of constructivist ideas, for use in group supervision. Evolving model includes a focus on the unique "fly on the wall" perspective of the reflecting team. Trainees are introduced to a multiverse of new ideas and perspectives in a context which integrates some of the most challenging ideas in the field. (Author/PVV)
CLEARINGHOUSE: CG

EJ352009
McKenzie,-Paul-N.; And-Others
Training and Supervision in Marriage and Family Therapy: A National Survey.
Publication Year: 1986
American-Journal-of-Family-Therapy; v14 n4 p293-303 Win 1986

ABSTRACT: Reports results of a national survey of 550 American Association for Marriage and Family Therapy Approved Supervisors who answered questions regarding areas of concentration during supervision, specific techniques employed, professional goals and priorities, and theoretical models used in supervision. Compares results with those of a previous survey conducted in 1976. (Author/NB)
CLEARINGHOUSE: CG

EJ337165
Fenell,-David-L.; And-Others
A Comparison of Delayed Feedback and Live Supervision Models of Marriage and Family Therapist Clinical Training.
Publication Year: 1986
Journal-of-Marital-and-Family-Therapy; v12 n2 p181-86 Apr 1986

ABSTRACT: Compared two models of family therapy supervision: supervision based on delayed feedback supervision concepts and supervision based on the concepts of live supervision using the team approach. No significant differences were detected between the two supervision models in their ability to help interns acquire and retain selected family therapy skills. (Author/BL)
CLEARINGHOUSE: CG

EJ331031
Crane,-D.-Russell; And-Others
Influence of Therapist Skills on Client Perceptions of Marriage and Family Therapy Outcome: Implications for Supervision.
Publication Year: 1986
Journal-of-Marital-and-Family-Therapy; v12 n1 p91-96 Jan 1986

ABSTRACT: Marriage and family therapy training clinic clients rated their therapist's skill level on several therapist variables including "experience," "confidence," "concern," and how well the treatment seemed to fit their view of the problem. Suggestions for using these results in supervision of beginning therapists are given. (Author/ABL)
CLEARINGHOUSE: CG

EJ326395
Heath,-Anthony-W.; Storm,-Cheryl-L.
From the Institute to the Ivory Tower: The Live Supervision Stage Approach for Teaching Supervision in Academic Settings.
Publication Year: 1985
American-Journal-of-Family-Therapy; v13 n3 p27-36 Fall 1985

ABSTRACT: Describes an experimental academic course on marriage and family therapy supervision. The course, an adapted version of an institute program, was taught in four stages, combined a seminar and a practicum, and culminated with live supervision of live supervision. (Author)
CLEARINGHOUSE: CG

EJ305213
Keller,-James-F.; Protinsky,-Howard
A Self-Management Model for Supervision.
Publication Year: 1984
Journal-of-Marital-and-Family-Therapy; v10 n3 p281-88 Jul 1984

ABSTRACT: Presents a management-of-self model of supervision for graduate training in marriage and family therapy. Suggests that as the supervisee comes to understand how family of origin and family constellation patterns are reenacted within the therapeutic context, he/she can then interrupt those patterns of interaction that inhibit effectiveness. (JAC)
CLEARINGHOUSE: CG

EJ302534
Liddle,-Howard-A.; And-Others
Training Family Therapy Supervisors: Issues of Content, Form and Context.
Publication Year: 1984
Journal-of-Marital-and-Family-Therapy; v10 n2 p139-50 Apr 1984
Descriptive Note: Presented at the Annual Conference of the American Association for Marriage and Family Therapy (39th, San Diego, CA, October 1981).

ABSTRACT: Describes a program designed to train advanced family therapists in the conceptual and technical skills of family therapy supervision. Elaborates upon the content, overall organization, and contextual influences in the complex enterprise of training family therapy supervisors in a program that emphasizes the live observation of the supervisor-trainee's work. (Author/JAC)
CLEARINGHOUSE: CG

ED244167
Moy,-Caryl-T.; Goodman,-Earl-O.
Observing Change in the Family Therapy Supervisory Relationship.
Publication YeaR: 1983
Descriptive Note: 9 p.; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983). For related document, see ED 236 501.
Pagination: 9

ABSTRACT: A common assumption in family therapy supervision is that the relationship between supervisor and supervisee changes over time, following a developmental continuum from the tentative competency of the supervisee as a therapist to relative competency. In particular, Ard (1973) theorizes that supervisees and supervisors move steadily together through preceptorship, apprenticeship, mentorship, sponsorship and finally to peership. Everett (1981) presents a different model that likens the process of supervision to that of differentiation, such as the process of moving from childhood to adulthood, with "stormy" transition periods. To examine whether this process of change occurs as presumed by either model, a coding system

of 15 response styles was developed for categorizing both the content and intention of statements made by supervisors and supervisees. Using audio tapes from supervisory sessions, the interactions of three supervisors and five trainees were analyzed over a 1-year period. The frequency of the different categories of interaction were compared in the early, middle, and later stages. Analysis of results showed that in the early months, supervisees' statements fell primarily into the following categories: giving information with self-assurance (25%), sharing equally information and ideas (23%), and expressing emotional response to the therapy situation or to supervision (14%). By the third and fourth month, supervisees gave the most statements in the categories of giving information with self-assurance (17%) and giving facts or expressing feelings/interpretations in such a way as to impede responses from the other person (15%). By the end of the period, 89% of the supervisees' statements were in the category of sharing equally information and ideas. The findings were compared with Ard and Everett's models and indicate that the supervisory process does not move steadily to a collegial stage as Ard suggests, but does follow the path outlined by Everett. (JAC)
CLEARINGHOUSE: CG

ED237839
Okun,-Barbara-F., Ed.; Gladding,-Samuel-T., Ed.
Issues in Training Marriage and Family Therapists.
Institutional Name (Corporate Source): Association for Counselor Education and Supervision, Washington, D. C.; ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Publication Year: 1983
Descriptive Note: 133 p.
PAGINATION: 133

ABSTRACT: Within the past decade, the field of marriage and family therapy has mushroomed. As a new and emerging professional specialization, marriage and family therapy is subject to control struggles as well as the proliferation of training modalities. This monograph, written for counselor education faculty, students, and family therapists, provides literature on select areas of marriage and family therapy (i.e., systems issues; training and supervision; and alternative family lifestyles) as they pertain to counselor education. The section on systems issues explores four aspects of program implementation: curricula and program development; accreditation requirements for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the American Association of Marriage and Family Therapy (AAMFT); integration of marriage and family therapy into counselor education; and gender issues of family systems therapists. The section on training and supervision focuses on clinical training in family psychology and supervision from four perspectives: collegial process; a review of current practice; supervisee's perspective on live supervision; and the reflections of a supervisor. The alternative family lifestyles section addresses the training of divorce counselors and single parent family counseling. A list of references follows each article. (BL)
CLEARINGHOUSE: CG

ED236501
Moy,-Caryl-T.; Goodmen,-Earl-O.
Conceptualizing Supervision on a Developmental Continuum.
Publication Year: 1982
Descriptive Note: 10 p.; Paper presented at the Annual Meeting of the National Council on Family Relations (St. Paul, MN, October 11-15, 1983).
Pagination: 10

ABSTRACT: Supervisory issues as they relate to the training of family therapists have been a concern for the past two decades. Many developmental theories suggest that the trainee-supervisor relationship moves through a series of stages similar to the process of moving from childhood to adulthood. A few theorists have developed procedures whereby supervisory interactions could be analyzed for the purpose of observing these developmental changes; one model to explore this change was developed at the Northern Illinois University Family Center. Audiotapes of supervisory planning sessions of marriage and family therapy trainees and their three supervisors were used over a 4-month period. Categories of statements within interactions and then category definitions were developed. Fifteen mutually exclusive categories were defined, i.e., exploring emotional responses; expressing emotional responses; encouraging feelings and ideas; reflecting overt messages; giving

facts/feelings to impede responses; giving facts/feelings to encourage responses; redirecting communication; requesting information; giving information; giving direction via exploratory questions; giving information with self deprecation; giving information with limitations; giving information with a sense of command; giving information with self assurance; and equal sharing of information and ideas. Current research using this model will attempt to prove that the frequency of certain kinds of statements indicates patterns of change. (BL)
CLEARINGHOUSE: CG

ED232089
Kochalka,-James; And-Others
Structured Enrichment: Training and Implementation with Paraprofessionals.
Publication Year: 1982
Descriptive Note: 17 p.; An earlier version of this paper was presented at the Annual Meeting of the National Council on Family Relations (Washington, DC, October 13-16, 1982).
Pagination: 17

ABSTRACT: This paper describes a pilot project designed to provide a training and implementation program for volunteer, paraprofessional facilitators of a marriage and family intervention method known as Structured Enrichment. The intervention, which was designed to teach couples and families to negotiate specific problem issues in their relationships, is described. The rationale for the training project, which involved the collaborative efforts of a graduate family psychology program and a private community counseling center, is discussed. The format (six consecutive weekly sessions of 1 hour and 30 minutes each) and consecutive weekly sessions of 1 hour and 30 minutes each) and contents of the training program are outlined, including the setting, the personnel, and the training procedures for volunteer leaders. The selection of enrichers (facilitators) is discussed, and a description of the three couples and one family who participated as program clients is provided. Supervision of the paraprofessionals is described in a two-tier format: trainer/volunteer meetings ("enrichers" met with trainers and trainers then met with the project supervisor), and comparison of clients' pre-test/post-test scores. Clients' and therapists' reactions to the program are described, and suggestions for improving future programs are noted. (JAC)
CLEARINGHOUSE: CG

ED214040
Walsh,-William-M.
A Family Counseling Sequence in Counselor Education.
Publication Year: 1981
Descriptive Note: 10 p.; Paper presented at the Annual Conference of the North Central Association for Counselor Education and Supervision (Milwaukee, WI, October 16-18, 1981).
Pagination: 10

ABSTRACT: This article describes a sequence of marriage and family counseling courses offered within the context of a Masters program in counselor education. Following the rationale for the courses and a general program discussion, the seven courses in the family counseling sequence are enumerated and explained, including: (1) theories of family counseling; (2) advanced theories and methods; (3) supervised experience in marriage and family counseling; (4) research in marriage and family counseling; (5) a family counseling practicum; (6) a marriage and family counseling practicum; and (7) an internship in marriage and family counseling. An evaluation of the impact and advantage of this curricular sequence concludes the article. (NRB)
CLEARINGHOUSE: CG

Clinical Supervision in Addictions Counseling: Special Challenges and Solutions

SilverPlatter v 2.12 ERIC 1982-12/93

EJ420983
Hawes,-Deanna-J.; And-Others
Alcohol and Drug Abuse: A Needs Assessment of Rural Counselors.
Publication Year: 1990
School-Counselor; v38 n1 p40-45 Sep 1990

ABSTRACT: Surveyed 343 rural and urban high school counselors regarding drug abuse patterns and training needs in secondary schools. Findings showed that 80 percent of respondents agreed that drug abuse was a problem in their schools, but drug abuse was perceived as greater problem in urban schools. Results indicated school counselors need drug abuse prevention and intervention training. (PVV)
CLEARINGHOUSE: CG

EJ409860
Stephen,-Louis-S.
Requiem for a Counselor Training Program.
Publication Year: 1990
Journal-of-Alcohol-and-Drug-Education; v35 n2 p55-60 Win 1990

ABSTRACT: Describes history and development of Veterans Administration's Alcohol and Drug Counselor Training Program at Fort Lyon Veterans Administration's Medical Center. Notes that, from program's inception in 1968 to its close in 1985, school graduated 1,052 counselors who subsequently have been employed in virtually every state in county, state, and private treatment centers, as well as in federal facilities. (Author)
CLEARINGHOUSE: CG

EJ360553
Judd,-Peter
Certifying Substance Abuse Counselors: A Unique Training Experiment Pays Off.
Publication Year: 1987
Journal-of-Alcohol-and-Drug-Education; v32 n3 p49-52 Spr 1987

ABSTRACT: Describes a training program for the certification of substance abuse counselors produced by the Colorado Division of Alcohol and Drug Abuse, the University of Denver School of Social Work, and the substance abuse practice community of Denver. Details the program, its history, and the outcomes to date of its five successful years in operation. (Author/NB)
CLEARINGHOUSE: CG

EJ340893
Laundergan,-J.-Clark; And-Others
An Alcohol and Drug Counselor Training Program: Hazelden Foundation's Trainee Characteristics and Outcomes.
Publication Year: 1986
Journal-of-Drug-Education; v16 n2 p167-79 1986

ABSTRACT: Introduces the Minnesota Model of chemical dependency treatment, describes the Hazelden Counselor Training Program, and summarizes trainee characteristics and survey follow-up findings of 100 former trainees. (Author/BL)
CLEARINGHOUSE: CG

EJ313368
Powell,-David-J.; Thompson,-Audrey
Military Alcoholism and Drug Abuse Counselor Training Needs.
Publication Year: 1985
Journal-of-Alcohol-and-Drug-Education; v30 n2 p40-43 Win 1985
ABSTRACT: Surveyed 110 military alcohol and drug abuse counselors and 16 clinical supervisors to compare their views of training needs. Results indicated both groups felt improvement was needed in assessment skills and family issues. Supervisors felt counselors needed improvement in affective qualities, basic helping skills and individual helping skills. (JAC)
CLEARINGHOUSE: CG

EJ297730
Steinhauser,-Larry; Bradley,-Richard
Accreditation of Counselor Education Programs.
Publication Year: 1983
Counselor-Education-and-Supervision; v23 n2 p98-108 Dec 1983

ABSTRACT: Examines the ongoing process of professionalization in counselor education and describes historical developments that have led to the present status of the Council for Accreditation of Counseling and Related Educational Programs. Discusses present trends and future implications for the American Association for Counseling and Development and its divisions. (JAC)
CLEARINGHOUSE: CG

ED345128
Bradley,-Loretta-J.; Boyd,-John-D.
Counselor Supervision: Principles, Process, and Practice. Second Edition.
Publication Year: 1989
Descriptive Note: 521 p.
Pagination: 521

ABSTRACT: This book was written to provide information about the principles, process, and practice of counselor supervision for both clinical and administrative supervisors. The 12 chapters of the book are organized under three major headings. Part I, Counselor Supervision: Essentials for Training, consists of chapters 1 and 2. Chapter 1 includes the basic principles, roles, and functions involved in effective supervisory practice for administrative and clinical supervisors. Chapter 2 describes the essentials necessary for a supervisory relationship. Part II, Models of Supervision, includes five chapters: chapters 3 through 7 focus on the psychotherapeutic model, the behavioral model, the integrative model, the systems model, and a developmental model, respectively. Part III contains five chapters focusing on the practice of supervision. Chapter 8 illustrates the implementation of the developmental model into supervisory practice. Using case illustrations, chapter 9 describes experiential supervision. Chapter 10 focuses on group supervision, chapter 11 examines ethical principles in supervision, and chapter 12 presents a model for supervision training. References are included at the end of each chapter. (NB)
CLEARINGHOUSE: CG

ED324623
Borders,-L.-DiAnne; Leddick,-George-R.
Handbook of Counseling Supervision.
Institutional Name (Corporate Source): Association for Counselor Education and Supervision, Washington, D. C.
Publication Year: 1987
Descriptive Note: 98 p.
Pagination: 98

ABSTRACT: This handbook is one of four handbooks developed for preservice and inservice counselor preparation and professional development. It was developed as a practical guide which will provide resources for counselor educators to use with students in practicum and internship settings in their training programs. It is also appropriate for use by instructors as a textbook or supplementary material in supervision courses or workshops. The handbook provides an introduction to the procedures and process of counseling supervision; to the models, approaches, and interventions of supervision; and to the special concerns of the novice supervisor. It leads readers through a sequential process of conducting supervision. It begins with a self-assessment of supervision-related skills, then proceeds to an assessment of the supervisee, establishing goals and a contract, choosing interventions, dealing with process, issues, considering legal and ethical concerns, and evaluating the supervisee. A final section helps supervisors evaluate their own development and performance. An epilogue summarizes literature on the beginning supervisor and describes instructional approaches for the instructor/supervisor of novice supervisors. Individual chapters focus on: (1) assessing supervision knowledge and skills; (2) initial supervisory sessions; (3) supervision goals; (4) choosing and implementing supervision interventions; (5) supervisory relationships and process issues; (6) supervisee evaluation; (7) ethical and legal considerations; and (8) supervisor evaluation. References are included. (NB)
CLEARINGHOUSE: CG

Administrative Skills in Counseling Supervision

SilverPlatter v 2.12 ERIC 1982-12/93

EJ448220
NCDA-Professional-Standards-Committee
Career Counseling Competencies.
Publication Year: 1992
Career-Development-Quarterly; v40 n4 p378-86 Jun 1992

ABSTRACT: Presents commentary and Career Counseling Competencies which were reviewed and approved by the Board of Directors of the National Career Development Association in 1991. The competencies are presented in these categories: individual and group counseling skills; individual/group assessment; program management and implementation; consultation; information/resources; career development theory; special populations; supervision; ethical/legal issues; and research/evaluation. (ABL)
CLEARINGHOUSE: CG

EJ422473
Pitts,-James-H.; And-Others
Coordination of Clinical Supervision in Practicum and Internship Programs.
Publication Year: 1990
Counselor-Education-and-Supervision; v29 n4 p291-99 Jun 1990

ABSTRACT: Provides a conceptual framework for coordination of the practicum/internship program, viewing it as the management of a system. Identifies important components and explores their impact on the system. Suggests ways to fulfill the needs and demands of students, faculty, the university, the placement settings and their clients, and the counseling profession as a whole. (Author/PVV)
CLEARINGHOUSE: CG

EJ379645
Kurpius,-DeWayne-J.; Morran,-D.-Keith
Cognitive-Behavioral Techniques and Interventions for Application in Counselor Supervision.
Publication Year: 1988
Counselor-Education-and-Supervision; v27 n4 p368-76 Jun 1988

ABSTRACT: Presents research supporting cognitive-behavioral model for counselor supervision and gives conceptual and procedural base for defining and implementing cognitive-behavioral supervision approach. Describes three supervision techniques (mental practice, covert modeling, cognitive modeling) and three supervision interventions (cognitive restructuring, cognitive self-instruction, cognitive self-management). (Author/NB)
CLEARINGHOUSE: CG

EJ305213
Keller,-James-F.; Protinsky,-Howard
A Self-Management Model for Supervision.
Publication Year: 1984
Journal-of-Marital-and-Family-Therapy; v10 n3 p281-88 Jul 1984

ABSTRACT: Presents a management-of-self model of supervision for graduate training in marriage and family therapy. Suggests that as the supervisee comes to understand how family of origin and family constellation patterns are reenacted within the therapeutic context, he/she can then interrupt those patterns of interaction that inhibit effectiveness. (JAC)
CLEARINGHOUSE: CG

EJ272355
Handley,-Patrick
Relationship between Supervisors' and Trainees' Cognitive Styles and the Supervision Process.
Publication Year: 1982
Journal-of-Counseling-Psychology; v29 n5 p508-15 Sep 1982

ABSTRACT: Examined both trainees' ratings of the supervisory relationship and satisfaction with supervision, and supervisors' ratings of the

supervisory relationship, satisfaction with supervision, and evaluations of trainees. Determined cognitive styles through administration of the Myers-Briggs Type Indicator. Results suggested a possible relationship between cognitive styles and the supervision process. (Author)
CLEARINGHOUSE: CG

ED346358
Dye,-Allen
ACES Attitudes: Supervision Competencies and a National Certification Program.
Publication Year: 1987
Descriptive Note: 20 p.; Paper presented at the Annual Convention of the Association for Counselor Education and Supervision (New Orleans, LA, 1987).
Pagination: 20

ABSTRACT: A survey was conducted to identify requisite supervisor knowledge and skills and to determine what procedures should be used in establishing a national "approved supervisor" certification program. Subjects surveyed were members of the Association for Counselor Education and Supervision (ACES); all members were invited to participate and some 724 responded, a return rate of approximately 25 percent. Based on results of confidence tests using a 10 percent random sample, respondents provided a clear picture of requisite knowledge and skills. Some 26 items emerged from 6 knowledge and skill clusters of similar items. The clusters included personal traits and qualities; facilitating skills; conceptual skills and knowledge; technical and direct intervention skills; program management and supervision skills; and knowledge of program management and supervision. The results failed to indicate a preference between a seminar course and a laboratory course as the proper setting for acquiring knowledge and competency. There was strong agreement that the requisite knowledge and skills should be clearly in evidence before an individual is allowed to supervise others, that those in training should regularly be evaluated using these factors as criteria, that they should regularly receive feedback about their performance in these areas, and that those with serious deficiencies should be required to obtain additional training or remedial work. The report includes a copy of the presentation delivered at the 1987 ACES convention containing a detailed breakdown of the survey results and findings as well as a summary of the study's limitations, conclusions, and recommendations. (ABL)
CLEARINGHOUSE: CG

ED324624
Falvey,-Janet-Elizabeth
Handbook of Administrative Supervision.
Institutional Name (Corporate Source): Association for Counselor Education and Supervision, Washington, D. C.
Publication Year: 1987
Descriptive Note: 85 p.
Pagination: 85

ABSTRACT: This handbook is one of four handbooks developed for preservice and inservice counselor preparation and professional development. It was developed as a practical guide which will provide resources for supervisors to use in the field for enhancing their own skills or for use with other counselors under their supervision. It is also appropriate for use by instructors as a textbook or supplementary material in supervision courses or workshops. This handbook focuses on management issues and strategies for use in graduate level courses and in the field. Topics covered in the text focus on the dual challenge facing administrators: to manage both people and programs effectively. Chapters present relevant literature, offer techniques and strategies for implementing administrative skills, and identify additional resources for the new supervisor. Individual chapters focus on: (1) the transition from counselor to administrator; (2) leadership in supervisory relationships; (3) managing professional staff; (4) conflict and stress in organizations; (5) accountability in performance evaluations; and (6) program planning and implementation. References are included. (NB)
CLEARINGHOUSE: CG

ED253671
Herdin,-Terry; Stanley,-Dale
Job Roles in Human Services. Volume 6: Rehabilitation Task Analysis in Human Services Special Project.
Institutional Name (Corporate Source): Camosun Coll., Victoria (British Columbia). Div. of Coll. Resources.
Publication Year: 1982
Descriptive Note: 108 p.; For Volumes 1-8, see CE 040 608-615.
Pagination: 108

ABSTRACT: This book of objectives, one of a series designed to provide a competency-based analysis of employment categories in human services, deals with the core competencies necessary for rehabilitation officers. Addressed in the individual sections of the volume are the following skill areas: human development and behavior, administrative skills, public relations, client development, personal development, client placement, system policies and relationships, ethical practice, and resource and program development. Each section contains a main objective and a series of enabling objectives that are cross-referenced to evaluation criteria and independence and importance rating scales. The independence scale indicates the degree of supervision that an individual could expect when performing the job task. The scale of importance designates each objective as being either prerequisite (i.e., knowledge or skills that individuals must bring with them to be adequately prepared for the job role), critical (i.e., objectives that are essential to competent performance on the job--areas of skill or knowledge that individuals must possess to develop during their work experience), or enrichment (i.e., objectives that are not essential but add to a comprehensive understanding of the job and more flexible and skillful job performance). Also included in the volume is a discussion of the methodd used to identify the objectives. (MN)
CLEARINGHOUSE: CE

Use of Technology in Counselor Supervision

SilverPlatter v 2.12 ERIC 1982-12/93

EJ388415
Lambert,-Matthew-E.
Computers in Counselor Education: Four Years after a Special Issue.
Publication YEar: 1988
Counselor-Education-and-Supervision; v28 n2 p100-09 Dec 1988

ABSTRACT: Reviews contents of 1984 edition of "Counselor Education and Supervision" which focused on computer use in counselor training, in light of current literature on computer use in counselor education. Discusses implications of advances in computer technology for developing training applications and recent programs developed for counselor education. Also considers ethical and evaluation issues surrounding computer use in counselor education. (Author/NB)
CLEARINGHOUSE: CG

EJ313394
Phillips,-Susan-D., Ed.
Computers in Counselor Training.
Publication Year: 1984
Counselor-Education-and-Supervision; v24 n2 p133-221 Dec 1984
Descriptive Note: Special issue on the use of computers in counseling education.

ABSTRACT: These nine articles explore the current status and potential contributions of computer technology in counselor training. Articles deal with computer resources and terminology, training applications, issues and limitations, evaluation and research. Also discusses the use of Client 1 and PILOT. (JAC)
CLEARINGHOUSE: CG

ED349504
Nisenholz,-Bernard
Vision and Vocation in Community Counseling
Publication Year: 1992
Descriptive Note: 9 p.; Paper presented at the Annual Conference of the Association for Counselor Education and Supervision (San Antonio, TX, September 16-20, 1992).
Pagination: 9

ABSTRACT: The world is in a period of rapid change. Trends in moving to a high technology information society, a world economy, more ethnic groups, an increasing economic gap between the rich and the poor, and more people living in poverty present enormous challenges and opportunities for the counseling profession. Counseling must broaden its focus from a narrow intrapsychic perspective to a more systems oriented perspective including a social context for change. The social context of change has for the most part been ignored and the counseling profession has been largely ineffective in responding to a multitude of social issues that have arisen. What seems to be needed is both a broadening of perspective and a wider array of intervention techniques. Counselors must move to a more pluralistic perspective in working with clients. Counseling needs to take an integrated, dynamic, holistic view of health that eliminates mechanistic explanations. Research needs to be strengthened and furthered. Perhaps research needs to be viewed from a much broader perspective than traditional scientific models. If counseling can include social issues, be more effective with poor and minority populations, change theories to fit the new paradigms of science, emphasize prevention, work with other disciplines, and strengthen research, counseling can be relevant and viable into the next century. (ABL)
CH CLEARINGHOUSE: CG

ED305551
Borders,-L.-DiAnne
A Pragmatic Research Agenda for Investigating Developmental Models of Supervision.
Publication Year: 1988
Descriptive Note: 13 p.; Paper presented at the Annual Meeting of the Association for Counselor Education and Supervision (St. Louis, MO, October 7-10, 1988).
Pagination: 13

ABSTRACT: Ten years of research on developmental models of supervision in counseling generally support the premises of the models. Nevertheless, very little is known about the conduct of effective supervision. Future research needs to explore the relationship between supervision, trainee outcomes, and trainee type. Supervision should adopt a pragmatic agenda, more directly investigating the relevance of developmental models to the actual practice of supervision. These studies would have the potential for guiding daily interactions with supervisees. Researchers should implement "moratoriums" on three types of research: (1) model-building; (2) self-reports of satisfaction and self-reports of perception of supervision events; and (3) academic settings. Researchers should directly measure actual supervision events, conduct collaborative studies with field supervisors, and work toward a "technology" of developmental supervision interventions. A pragmatic focus does not imply that theoretical questions are unimportant. However, after 10 years of theoretical discussion and empirical reports, little has been contributed to day-to-day supervision activity. Investigations of what actually happens during supervision and of what works with particular supervisors and supervisees can give relevance to developmental models of supervision and enhance the practice of supervision. (ABL)
CLEARINGHOUSE: CG

ED265423
Aubrey,-Roger-F.
Counseling at the Crossroads: Obstacles, Opportunities, and Options.
Institutional Name (Corporate Source): ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Publication Year: 1985
Descriptive Note: 36 p.
Pagination: 36

ABSTRACT: Many factors, including changes in the family, drug abuse, high technology, crime, population shifts, and television are changing schools. These forces have already had an impact on the counselor's job or will have an impact in the future. Counselors should be prepared for these social changes and manage them better than their predecessors in the 1960's did. An inadequate response will maintain the status quo. Appropriate responses include: (1) identifying problems facing young people and informing the public; (2) outreach to the community; (3) greater research and evaluation; (4) creating super-counselors who perform more tasks than counselors in the past; and (5) viewing counselors as educators also. School counselors should engage in skill building activities. Professional organizations should give assistance to counselors. University programs should offer a fine education and recognize current social forces. Counselors should use computers and other means to free themselves from recordkeeping burdens. Students wanting to work in school counseling should study counseling in a program which emphasizes school counseling. The best help to young people will be provided by counselors who are aware of current and future trends. (ABL)
CLEARINGHOUSE: CG

ED235429
Johnson,-Cynthia-S.
Ethics in Technology.
Publication Year: 1983
Descriptive Note: 19 p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Washington, DC, March 20-23, 1983).
Pagination: 19

ABSTRACT: The use of computer-assisted programs in career guidance and counseling has increased significantly in the past 20 years. However, such a rapidly emerging technology has potential hazards if adequate safeguards are not developed. Professional associations and training programs must adopt leadership roles and ethical positions and standards of operation. To guard against unwarranted access to information, issues of confidentiality, e.g., the amount and type of data to store, retrieval rights,

research uses, and networking banks, must be addressed. Graduate training programs need to develop computer literacy in their students, as well as training them to be computer-assisted counselors. As our society becomes overloaded with information and the overwhelming number of choices available through readily accessible technology, the counselor must be trained to assist the client in becoming self-fulfilled at a technological and a personal level. Further, from an operational viewpoint, any incorporation of computers into a counseling service must also include provisions for on-going evaluation, maintenance, and updating of the hardware and software. Finally, a computer network, and clearinghouses for the exchange of software programs and ideas must be supported and developed at a national level. (BL)
CLEARINGHOUSE: CG

Counselling Supervision: Internationational Perspectives

SilverPlatter v 2.12 ERIC 1982-12/93

EJ381641
Cook,-Donelda-A.; Helms,-Janet-E.
Visible Racial/Ethnic Group Supervisees' Satisfaction with Cross-Cultural Supervision as Predicted by Relationship Characteristics.
Publication Year: 1988
Journal-of-Counseling-Psychology; v35 n3 p268-74 Jul 1988

ABSTRACT: Examined perceptions of Asian, Black, Hispanic, and Native American counseling and clinical supervisees (N=225) to study quality of cross-cultural individual therapist supervision. Identified five nonorthogonal dimensions (supervisor's liking, emotional discomfort, conditional interest, conditional liking, unconditional liking). Found combination of supervisor's liking and conditional interest consistently contributed to greater satisfaction. (Author/NB)
CLEARINGHOUSE: CG

EJ380050
Buxbaum,-Joan
Language and Thought in Supervision.
Publication Year: 1988
Journal-of-Applied-Rehabilitation-Counseling; v19 n3 p44-46 Fall 1988

ABSTRACT: Clarity and completeness of communication are keys to effective rehabilitation counseling. Crucial individual and cross-cultural linguistic misunderstandings often need to be overcome. Of prime concern in the education of rehabilitation counselors is the cultivation of precise thinking and the ability to elicit accurate, helpful, and complete information. (Author/JDD)
CLEARINGHOUSE: EC

ED350504
Albertus,-Alvin-D.; Bright,-Larry-K.
Beyond Empathy to Building a Plausible Economic Future.
Publication Year: 1992
Descriptive Note: 22 p.; Paper presented at the National Convention of the Association for

Counselor Education and Supervision (San Antonio, TX, September 16-20, 1992).
Pagination: 22

ABSTRACT: The complexity of the global society and economy, and the resulting fracturing of social classes across the Midwest, the nation, and the world demand a significant expansion of the importance of human relations training courses for counselor education and for general teacher education. At the University of South Dakota at Vermillion the School of Education has committed to developing new goals for using new technologies and systems leadership theory for linking regional communities with a Central Plains Rural Human Resource and Economic Development Institute. The linkage of ideas, people, technologies, and resources focuses on providing midwesterners with the knowledge of the many-faceted and diverse global society in which the economic future is being forged. The potential for a leadership role for counselor educators, long committed to educating people about discrimination, is excellent in this model. As human relations training expands to address the economic and social contexts within which problem solving, conflict management, self-awareness, and social development occur, there will be ample opportunity for the renewal of professsional education curricula to occur on this base of knowledge. The conflicting national paradigms (U.S. supremacy versus U.S. global interdependence leadership) have kept the nation and the Midwest professional education community in turmoil for the past decade. One of these perspectives will have to dominate for progress to be made in the design of school and university curricula. (ABL)
CLEARINGHOUSE: CG

ED325791
Hackney,-Harold, Ed.
Changing Contexts for Counselor Preparation in the 1990s.
Institutional Name (Corporate Source): Association for Counselor Education and Supervision, Washington, D. C.
Publication Year: 1990
Descriptive Note: 100 p.
PG PAGINATION: 100

ABSTRACT: The five chapters in this monograph provide guidelines for counselors in the 1990s who will be faced with such societal issues as substance abuse, Acquired Immune Deficiency Syndrome (AIDS), teenage pregnancy, youth unemployment, homelessness, crime and delinquency, and school dropouts. "The Contemporary Counselor in a Changed World" (Harold Hackney and C. Gilbert Wrenn) examines issues of the environment, loneliness, drugs, family patterns, women's roles, the media, global interdependence, morality, ethnic groups, poverty, homelessness, AIDS, and the aging population. "Educational Challenge and Change" (Jean H. Cecil and Debra C. Cobia) looks at the present status of education and the evolving role and function of counselors in schools, then goes on to propose the need for change in both areas. "Health Needs Facing Our Nation: A Life-Span Perspective" (Sharon E. Robinson and Sari L. Roth) is divided according to life stages: childhood, adolescence, and adulthood. Under each stage, major health issues are addressed. "Career Development and Counselor Preparation" (Kenneth B. Hoyt) highlights changes that have occurred in career development aspects of counselor education and supervision over the years and looks at present and future needs. "Counselor Preparation for Future Needs" (Harold Hackney) identifies determinants of change in counseling reform, discusses the substance of change, considers responses to the need for change, and describes implications for curriculum development. (NB)
CLEARINGHOUSE: CG

ED324625
Brown,-Duane; And-Others
Handbook of Consultation with Individuals and Small Groups.
Institional Name (Corporate Source): Association for Counselor Education and Supervision, Washington, D. C.
Publication Year: 1988
Descriptive Note: 98 p.
Pagination: 98

ABSTRACT: This handbook is one of four handbooks developed for preservice and inservice counselor preparation and professional development. It was developed as a practical guide for practicing professionals and as a textbook or supplementary material for use in courses or workshops on consultation. Chapter 1 provides an introduction to consultation, defining the term and explaining why consultation is valuable. Chapter 2 outlines basic facilitative skills and focuses on developing the consulting relationship, looking at the pre-relationship, initiating the relationship, structuring the consultation, communication skills, and possible cross-cultural concerns. Chapter 3 concentrates on problem identification and goal setting in consultation. Types of data needed to define the client's problem are discussed and systems for classifying problems are explained. A section on goal setting is followed by a discussion of crisis and consultation. Chapter 4 presents various consultation interventions for use with individuals and groups. Chapter 5 focuses on evaluation of consultation, presenting both extensive and intensive evaluation designs and discussing some useful evaluation instruments. Different issues in consultation are considered in chapter 6, including internal consulting, supervising consultants in training, and the consultant as a private practitioner. Chapter 7 looks at ethical and legal considerations in consultation. References are included. (NB)
CH CLEARINGHOUSE: CG

ED311335
Calvin,-Richmond-E.
Sources for Cross Cultural Counseling.
Publication Year: 1988
Descriptive Note: 37 p.; Paper presented at the Annual Meeting of the Association for Counselor Education and Supervision (St. Louis, MO, October 7-10, 1988).
Pagination: 37

ABSTRACT: School counselors today work with clients from minority races, minority ethnic groups, homosexuals, females, at-risk students and the

handicapped. Counselors need to be willing to learn more about these minorities and how to better meet their needs. Many colleges offering counseling programs include multicultural education. Counselors must be aware of their own cultural values and prejudices before they can help clients from minority backgrounds. This document contains an annotated bibliography of recent research studies concerning minority students and multicultural education for counselor trainees. A review of the literature annotated revealed that minority students needed help in facing the challenges presented by the typical white, middle class school system and that counselors needed to have multicultural counseling skills to help students from minority racial and ethnic groups. It is suggested that by focusing on multicultural education and efforts, counselors can become culturally experienced, enabling all students to have access to quality guidance and counseling services. Descriptive annotations of published research studies examined are presented in these categories: (1) counseling black students; (2) counseling Hispanics and American Indians; (3) counseling other racial and ethnic groups and at-risk students; (4) counseling and sex bias; (5) counseling and the homosexual student; (6) general concerns of minorities; (7) general issues in multicultural counseling; and (8) methodology for multicultural counseling and curriculum. (ABL)
CLEARINGHOUSE: CG

ED298361
de-Rosenroll,-David-A.
Peer Counseling: Implementation and Program Maintenance Issues.
Publication Year: 1988
Descriptive Note: 41 p.; Paper presented at the Annual Meeting of the National Peer Helpers Association Conference (2nd, Fort Collins, CO, June 25-28, 1988).
Pagination: 41

ABSTRACT: This report discusses many issues with which those who are implementing peer counseling programs will have to contend. Although it is recommended that peer counseling program implementors be aware of and know how they will deal with each of the issues prior to program implementation, the issues are presented according to their identifiable time sequences. The first section, Global Issues, focuses on legal and ethical issues, as well as on arguments for and against the use of the label "counselor" when describing peer counselors. The second section, Pre-training Stage, examines the issues of how to enlist support for a peer counseling program, assess needs, and delineate objectives. Peer counselor selection process issues are also considered. The third section, Training Stage, discusses issues related to the content and process of training, duration of training, and qualifications of trainers. Examples of training packages and widely used training manuals are included. The final section, Post-training Stage, examines the issues of tracking, supervision, peer duties, and special training topics. Each of the three training-related stages has its own evaluation component. Fifty references are included. Addresses for the National Peer Helpers' Association in the United States and for the Peer Counselling Project in Canada are appended. (NB)
CLEARINGHOUSE: CG

ED264478
Barkley,-William-M.; And-Others
The Impact of Practicum Supervision with vs. without Audio Tapes.
Publication Year: 1985
Descriptive Note: 25 p.
Pagination: 25

ABSTRACT: Although audio tapes have been used in the supervision of counselor trainees for many years, there is no clear empirical evidence to support this practice. To examine the impact of audio tapes on the supervision of counselor trainees, 10 practicum graduate students were randomly assigned to one of two groups. Group A received 6 weeks of supervision using audio tapes of students' counseling sessions, followed by 6 weeks of supervision without tapes. The order of type of supervision was reversed for Group B. The same faculty member supervised both groups. All students turned in audio tapes at 5-week intervals. Tapes were rated by a blind rater using a 5-point Global Rating Scale. Students completed an 18-item instrument measuring their satisfaction with supervision. The results revealed no support for the hypotheses that supervision with audio tapes would result in higher global ratings or higher satisfaction scores than supervision without audio tapes. It would be inappropriate to eliminate the use of audio tapes in supervising practicum students on the basis of these findings. If the results of this study are consistent in

replications, however, the implications for practicum supervision are apparent. Supervisors would have greater flexibility in developing alternative modes of supervision by using the time required by tapes in other ways. (NRB)
CLEARINGHOUSE: CG

ED209191
McCrossan,-Linda-V.
A Model Program for the Training of Professionals in Bilingual/Bicultural Education.
Publication Year: 1981
Descriptive Note: 72 p.; Best copy available.
Pagination: 72

ABSTRACT: Legal mandates and a demonstrated need for preservice and graduate instruction in bilingual and bicultural teacher education provided the impetus for initiating four programs at Northern Illinois University. This training program contains undergraduate and graduate program options in elementary education for the certification of bilingual teachers. The program also offers graduate options for the training of bilingual counselors and curriculum specialists. The first program option is a fulltime undergraduate program which leads to a bachelor of science degree in elementary education with an emphasis on bilingual/bicultural education. An outline is given of the coursework, the functions of a bilingual tutor for improving language skills in English or Spanish, diagnostic language procedures, and field experience programs. A similar outline is provided for the second option, which leads either to a master of science in elementary education with a specialization in bilingual/bicultural education, or to a masters degree in secondary education with an area of interest in bilingual/bicultural education. The third program offers a master of science degree in counselor education or in curriculum and supervision with an area of interest in bicultural/bilingual education in both Spanish and English. The fourth program outlined is for a course leading to a master of science in curriculum and supervision with an area of interest in bilingual/bicultural education. The entry and graduation criteria for each option is delineated. The field experience components of each option have a specific emphasis on the development of linguistic and cultural competencies. Criteria are provided for evaluating the program and student attainment of selected competencies. A description of management organization, program goals and objectives, specific objectives and competencies, and core courses in both graduate and undergraduate programs is provided. (JD)
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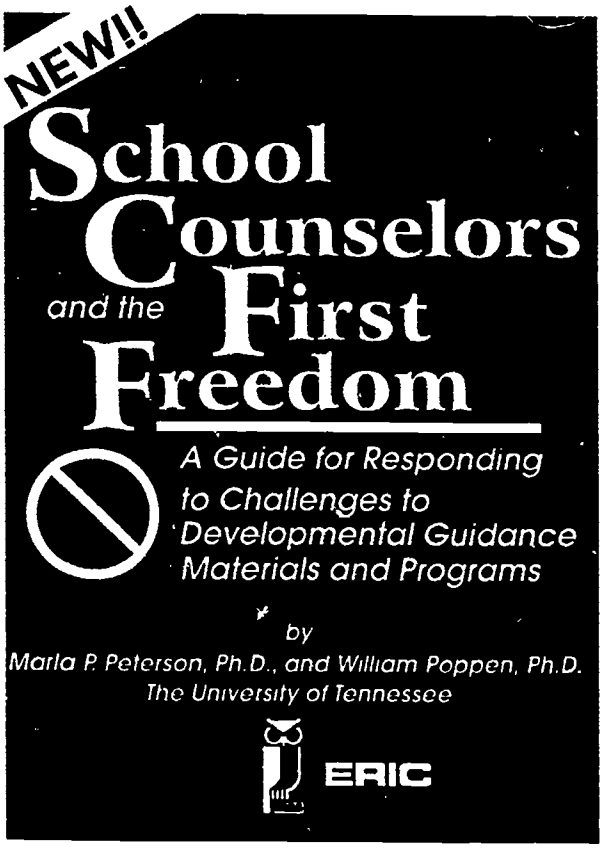

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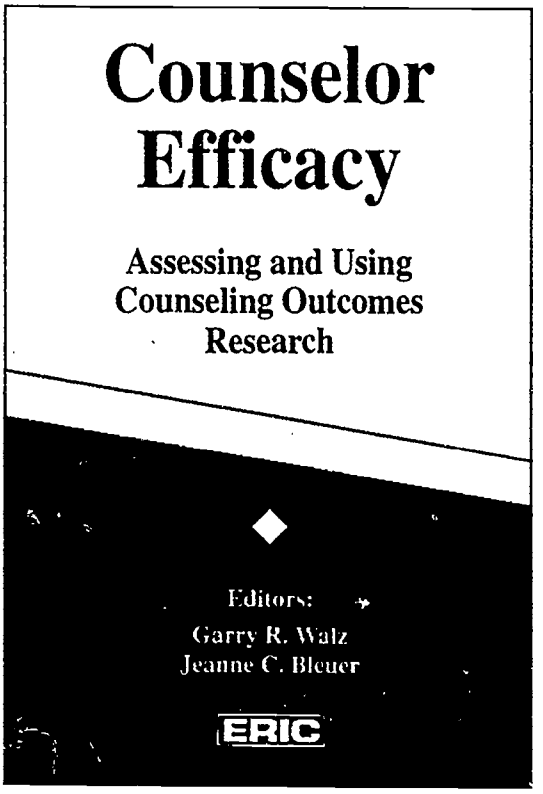

Counselor Efficacy

Assessing and Using Counseling Outcomes Research

Editors: Garry R. Walz Jeanne C. Bleuer

Few questions are as uppermost in the thinking of counselors as what contributes to counseling and counselor efficacy. Does counseling make a difference? What counseling approaches are the most effective? The least? What can be said about counseling efficacy in different specialties such as school, career, and marriage and family counseling? Is there a one best approach to counseling? These and many other compelling issues and questions are addressed in this unique book. Eight eminent writers and counseling leaders have reviewed the literature and prepared cogent analyses. Included in each chapter is a thorough review of the literature as well as thoughtful and highly useful recommendations. Launched as an ERIC/CASS and ACES project, this has grown to become a volume filled with insights and ideas that are useful to counseling practitioners as well as counseling educators.

Contents of Counselor Efficacy

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- Career Development ——— *Rich Feller*
- Counselor Education ——— *Robert L. Gibson*
- School Counseling ——— *Nancy S. Perry*
- Student Development in Higher Education ——— *Cynthia S. Johnson*
- Marriage and Family Counseling ——— *Jon Carlson*
- A Review of the Counseling Outcome Research ——— *Tom Sexton*
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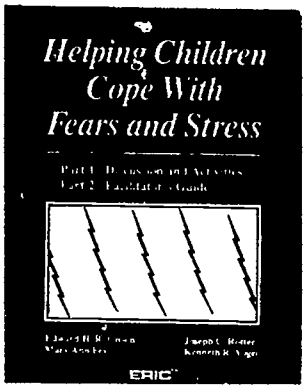

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Edward H. Robinson, Joseph C. Rotter, Mary Ann Fey, and Kenneth R. Vogel

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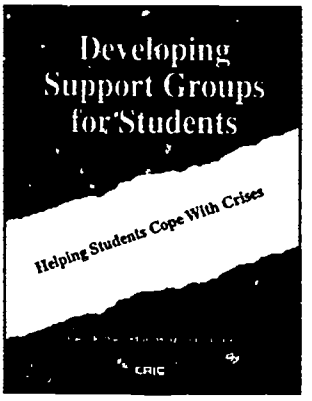

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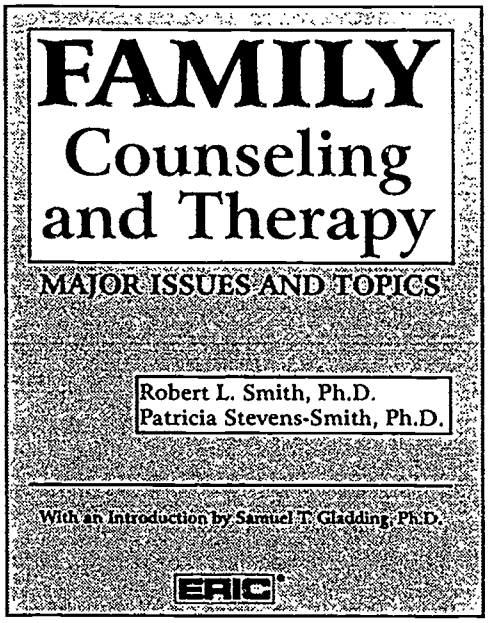

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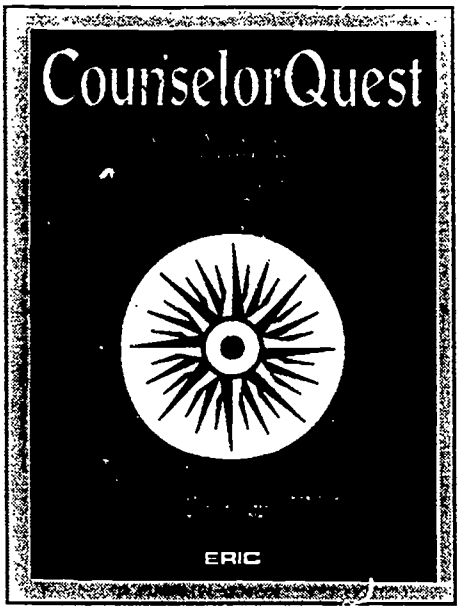

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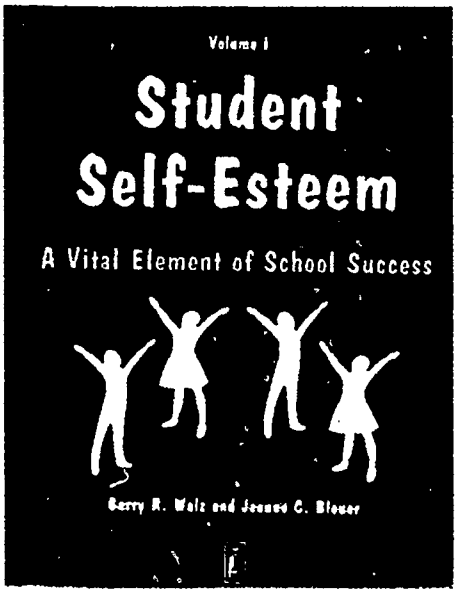

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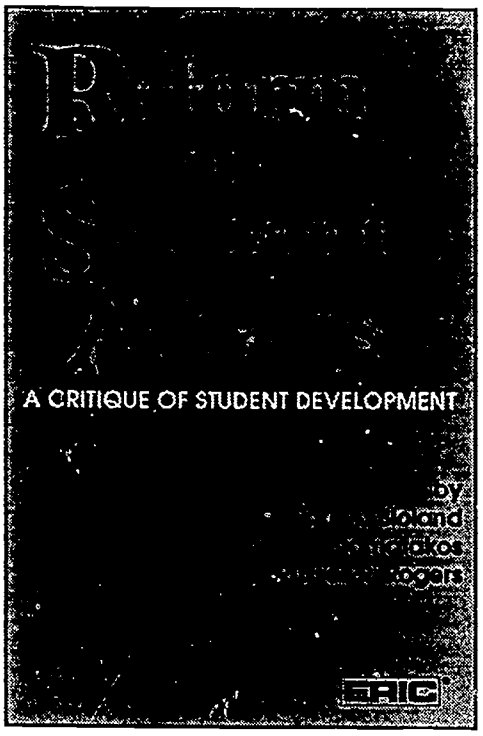

This monograph provides an intensive examination of the student development movement in college student affairs. Three highly knowledgeable professional leaders offer a searching analysis of student development concepts and practices. It is a "necessary and long overdue response to the uncritical and bandwagon reception" which has characterized the response to the student development movement. The authors' cogent analysis of student development, from theory and research to current practice and outcomes, is stimulating and rewarding. In a compelling concluding chapter the authors suggest a redirection for the role of student affairs in American higher education which addresses the inadequacies of the student development approach while acknowledging its many contributions. Paramount in the proposed redirection is a clear identification with the educational mission of institutions and a focus on the facilitation of learning. The authors also offer many practical and useful approaches for improving student affairs.

An objective and compelling analysis of the student development movement...an intriguing emphasis on the need for the development of the whole student and student learning as a central focus of student affairs. A much needed reappraisal of student development. I strongly recommend it as must reading for all persons who are associated with student affairs.
Charles Schroeder, President
ACPA, 1993-94

The Authors

Paul A. Bloland is Professor Emeritus, University of Southern California. The former chair of the Department of Counseling at USC, he has a distinguished record as a scholar (100 publications), editor (numerous publications), and professional leader (Past-President, ACPA).

Louis C. Stamatakos, Professor Emeritus from Michigan State University, has won numerous awards and honors for his extensive contributions to higher education as an author, speaker, and professional leader.

Russell R. Rogers is Associate Professor and Director of the Graduate Program in Integrated Professional Studies at DePaul University in Chicago. He has been very contributive to college student affairs and to human resources development in business and industry.

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Refer the inquirer to other federal, national or local resource centers.

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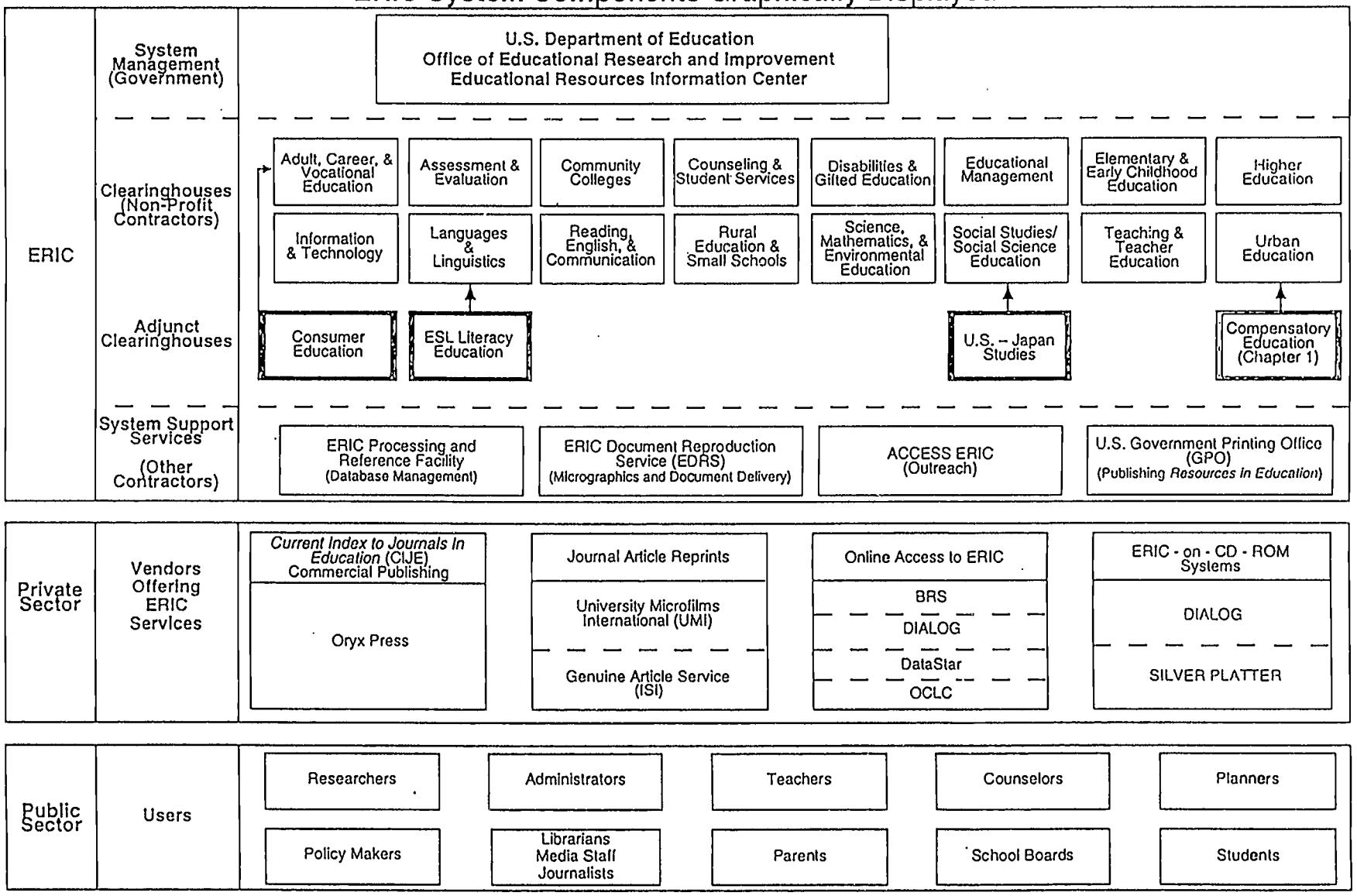
ACCESS ERIC is a toll-free service to keep clients informed of the wealth of education information offered by ERIC and other sources. ACCESS ERIC staff answer questions, refer callers to educational sources, provide information about the ERIC network, and produce the free publications A Pocket Guide to ERIC and All About ERIC. The toll-free telephone number for ACCESS ERIC is 1-800-LET-ERIC.

Summarized from *Myths and Realities about ERIC* by Robert M. Stonehill, an ERIC Digest (EDO-IR-92) developed by the ERIC Clearinghouse on Information Resources at Syracuse University, Syracuse, NY, June 1992.

ERIC at-a-Glance

ERIC System Components Graphically Displayed



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ERIC System Directory

ake ERIC information more accessible to users, all ERIC Clearinghouses and support components will operate toll-free lines by February 1994. Users within the United States can call the inghouse 800 numbers to speak directly with friendly, knowledgeable staff familiar with ERIC and, more specifically, familiar with the coverage of their subject area(s) in the ERIC database. Each Clearinghouse keeps a separate mailing list for disseminating its publications such as newsletters, product lists, and Digests. For search strategy assistance or to be placed on a Clearinghouse mailing list, contact the related Clearinghouse below.

CLEARINGHOUSES

Adult, Career, and Vocational Education
The Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
Toll Free: (800) 848-4815
Telephone: (614) 292-4353
Internet: ericacve@magnus.acs.ohio-state.edu

Assessment and Evaluation
The Catholic University of America
210 O'Boyle Hall
Washington, DC 20064
Telephone: (202) 319-5120
Internet: eric_ae@cua.edu

Community Colleges
University of California at Los Angeles
Math-Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, CA 90024-1564
Toll Free: (800) 832-8256
Telephone: (310) 825-3931
Internet: ceh3usc@mvs.oac.ucla.edu

Counseling and Student Services
University of North Carolina at Greensboro
School of Education
1000 Spring Garden Street
Greensboro, NC 27412-5001
Toll Free: (800) 414-9769
Telephone: (919) 334-4114
Internet: bleuerj@iris.uncg.edu

Disabilities and Gifted Education
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
Toll Free: (800) 328-0272
Telephone: (703) 264-9474
Internet: ericec@inet.ed.gov

Educational Management
University of Oregon
1787 Agate Street
Eugene, OR 97403-5207
Toll Free: (800) 438-8841
Telephone: (503) 346-5043
Internet: ppiele@oregon.uoregon.edu

Elementary and Early Childhood Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, IL 61801-4897
Toll Free: (800) 583-4135
Telephone: (217) 333-1386
Internet: ericeece@ux1.cso.uiuc.edu

Higher Education
The George Washington University
One Dupont Circle NW, Suite 630
Washington, DC 20036-1183
Telephone: (202) 296-2597
Internet: eriche@inet.ed.gov

Information & Technology
Syracuse University
4-194 Center for Science and Technology
Syracuse, NY 13244-4100
Toll Free: (800) 464-9107
Telephone: (315) 443-3640
Internet: eric@ericir.syr.edu
AskERIC (Internet-based question-answering service): askeric@ericir.syr.edu

Languages and Linguistics
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037-0037
Telephone: (202) 429-9292
Internet: cal@guvax.georgetown.edu

Reading, English, and Communication
Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, IN 47408-2698
Toll Free: (800) 759-4723
Telephone: (812) 855-5847
Internet: ericcs@ucs.indiana.edu

Rural Education and Small Schools
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325-1348
Toll Free: (800) 624-9120
Telephone: (304) 347-0400
Internet: u56d9@wvnvm.wvnet.edu

Science, Mathematics, and Environmental Education
The Ohio State University
1929 Kenny Road
Columbus, OH 43210-1080
Telephone: (614) 292-6717
Internet: ericse@osu.edu

Social Studies/Social Science Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
Toll Free: (800) 266-3815
Telephone: (812) 855-3838
Internet: ericso@ucs.indiana.edu

Teaching and Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036-1186
Telephone: (202) 293-2450
Internet: jbeck@inet.ed.gov

Urban Education
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
525 West 120th Street
New York, NY 10027-9998
Toll Free: (800) 601-4868
Telephone: (212) 678-3433
Internet: eric-cue@columbia.edu

ADJUNCT CLEARINGHOUSES

Adjunct Clearinghouses are associated with the ERIC Clearinghouse whose scope overlaps the narrower scope of the Adjunct. They provide free reference and referral information in their subject areas and maintain their own mailing lists.

Chapter 1
Chapter 1 Technical Assistance Center
2601 Fortune Circle East
One Park Fletcher Building, Suite 300-A
Indianapolis, IN 46241-2237
Toll Free: (800) 456-2380
Telephone: (317) 244-8160

Clinical Schools
American Association of Colleges for Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036-1186
Telephone: (202) 293-2450
Internet: iabdalha@inet.ed.gov

Consumer Education
National Institute for Consumer Education
207 Rackham Building, West Circle Drive
Eastern Michigan University
Ypsilanti, MI 48197-2237
Toll Free: (800) 336-6423
Telephone: (313) 487-2292
Internet: cse_bonner@emunix.emich.edu

ESL Literacy Education
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
Telephone: (202) 429-9292, Extension 200
Internet: cal@guvax.georgetown.edu

Law-Related Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
Toll Free: (800) 266-3815
Telephone: (812) 855-3838
Internet: ericso@ucs.indiana.edu

Test Collection
Rosedale Road
Princeton, NJ 08541
Telephone: (202) 319-5120
Internet: eric_ae@cua.edu

U.S.-Japan Studies
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408-2698
Toll Free: (800) 266-3815
Telephone: (812) 855-3838
Internet: eabrooks@ucs.indiana.edu

SUPPORT COMPONENTS

Three ERIC support components produce, publish, and disseminate ERIC products and services.

ACCESS ERIC
1600 Research Boulevard
Rockville, MD 20850-3172
Toll Free: (800) LET-ERIC (538-3742)
Telephone: (301) 251-5264
Internet: acceric@inet.ed.gov

ERIC Document Reproduction Service
CBIS Federal Inc.
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
Toll Free: (800) 443-ERIC (3742)
Telephone: (703) 440-1400
Internet: edrs@gwuvm.gwu.edu

ERIC Processing and Reference Facility
ARC Professional Services Group
Information Systems Division
1301 Piccard Drive, Suite 300
Rockville, MD 20850-4305
Toll Free: (800) 799-ERIC (3742)
Telephone: (301) 258-5500
Internet: ericfac@inet.ed.gov

Access Points to ERIC

You can access and review abstracts of education journal articles and documents in the ERIC database:

- ☞ Online via a computer and modem, through commercial vendors and public networks.
- ☞ On CD-ROM (compact disk, read-only memory).
- ☞ In print, using *Resources in Education* and *Current Index to Journals in Education*.

Where to go to do an ERIC search:

ERIC is available for use at many research libraries. In addition:

If you have a personal computer, a modem, and an Internet account...
refer to the enclosed flyer, *Internet Access Points to ERIC and the ERIC Database.*

If you have a personal computer and a modem...
you can search ERIC for a fee by signing up with one of the following services:

BRS	1-800-955-0906
CompuServe	1-800-848-8199
DIALOG	1-800-334-2564
GTE	1-800-927-3000
OCLC	1-800-848-5878

If you have a personal computer and a CD-ROM workstation...
you can subscribe to ERIC for a fee by signing up with one of the following services:

DIALOG	1-800-334-2564
EBSCO	1-800-653-2726
NISC	1-800-410-0797
SilverPlatter	1-800-343-0064

AskERIC

The AskERIC service is ERIC's effort to provide users of online services with practical, synthesized information on ERIC, and to give online users a venue to talk directly with ERIC staff at the Clearinghouses and support components. AskERIC is available in a variety of forms on a variety of services, including the Internet (see the enclosed flyer, *The AskERIC Service for K-12 Educators*), America Online, and CompuServe. Each of these AskERIC sites provides such services as reference and referral information for anyone with education questions, some form of minisearches of the ERIC database, and publications on popular education topics that can be downloaded by end users.

In months to come, full AskERIC services will be provided on additional networks. For more information, call 1-800-LET-ERIC.

ERIC Database Search Information

What is available?

At the ERIC Counseling and Student Services Clearinghouse (ERIC/CASS), formerly ERIC/CAPS), we have access to a bibliographic database of citations and summaries of documents and journal articles dating from 1966. This collection encompasses the entire educational subject area, not just counseling, although that is the focus of our Clearinghouse. The database is updated monthly in print and on-line form and quarterly in CD-ROM form.

How can you access this information?

The most convenient method is to contact a local public, college, or university library that provides ERIC database search services. The customer service staff at 1-800-LET-ERIC can provide information about the location in your area. Customers can also access ERIC Clearinghouses or the central ERIC facility via the InterNet computer network. Should these options be unavailable to you, contact ERIC/CASS directly for your information needs.

We are able to electronically search and retrieve information based upon descriptors and key words identified in each entry as well as the bibliographic information such as author, publication date, etc. As a user of ERIC/CASS services, you may request a search via a letter or fax indicating subjects, topics, key words or phrases, etc. that you wish to focus upon. However, we prefer that you contact us by phone so that we may discuss your interests with you and assist you in focusing your search so that the results are as specific as possible.

Once completed, the retrieved bibliographies and/or summaries are sent to you in either printed form or on floppy disks, depending upon your preferences and the volume of information retrieved.

Are there any costs involved?

We provide our services on a cost-recovery basis. Consequently, fees vary based upon the depth and breadth of the search. For the user, this means professional service at an extremely reasonable price.

ERIC/CASS: 09/93

January 1994

ERIC Clearinghouse on Information & Technology
Center for Science & Technology, Syracuse University
Syracuse, New York 13244-4100
Phone: (800) 464-9107 Fax: (315) 443-5448

The AskERIC Service for K–12 Educators

To Gopher to the AskERIC site:

If you have Gopher:

Gopher to ericir.syr.edu
(port #70)

OR

Access the National Gopher System through:

gopher.micro.umn.edu

Move through the following directories:

Other Gopher and Information Servers/
North America/
USA/
General/
AskERIC—(Educational Resources Information Center)

If you don't have Gopher

Telnet to ericir.syr.edu
Login as directed (usual login is: 'gopher')
Access the National Gopher System
Move through the directories as above

To FTP to the AskERIC site:

Log into your local host and invoke FTP
Enter ericir.syr.edu as the remote host computer
For username, enter "anonymous"
For password, enter your e-mail username (e.g., tomt@machine.edu)

ERIC is...the Educational Resources Information Center, a federally funded national information system that provides access to an extensive body of education-related resources. The ERIC Clearinghouse on Information and Technology (ERIC/IT), sponsor of the AskERIC project, is one of 16 ERIC Clearinghouses nationwide which provide a variety of services, products, and resources at all education levels.

AskERIC is...an Internet-based question-answering service for teachers, library media specialists, administrators, and others involved in K–12 education. The hallmark of AskERIC is a human intermediary who interacts with the information seeker and personally selects and delivers information resources within 48 working hours. AskERIC staff use an array of relevant resources, both from the ERIC system and from the vast resources of the Internet, to respond to information requests.

Anyone involved with K–12 education can send an e-mail inquiry (via the Internet) to AskERIC. Simply address your message to:

askeric@ericir.syr.edu

The AskERIC Electronic Library is...a growing file of resources on an FTP/Gopher site which includes such materials as:

- ⊠ Lesson plans
- ⊠ Internet guides
- ⊠ Searches on current topics
- ⊠ Popular "Q's & A's"
- ⊠ Government information
- ⊠ Full-text ERIC Digests
- ⊠ Resource guides
- ⊠ Reference tools

The site is now used at the phenomenal rate of 15,000 times per week! Refer to the left sidebar for instructions on how to access the AskERIC Gopher site.

For more information...about AskERIC on the Internet, contact:

Richard Tkachuck, Nancy Morgan, AskERIC Coordinators
Internet: askeric@ericir.syr.edu

Mike Eisenberg
Director, ERIC Clearinghouse on Information & Technology
Internet: mike@ericir.syr.edu

Have you tried PARENTS AskERIC?

Do you have questions on choosing child care? On how your child's social development is progressing? On what research says about the kindergarten curriculum? If so, why not contact PARENTS AskERIC?

PARENTS AskERIC is a special part of the AskERIC information service designed for parents, educators, and anyone else with a question about the development, education, and care of children from birth through the high school years. Queries to AskERIC are responded to by staff of the ERIC Clearinghouses.

Recent questions to AskERIC of interest to parents have involved:

- ☛ outcome-based education
- ☛ mixed-age classrooms
- ☛ finding funds for computers for preschools
- ☛ determining whether your child's child care center provides high-quality care

To ask a question of PARENTS AskERIC or to use the more general services of AskERIC, simply send your request in an e-mail message to:

askeric@ericir.syr.edu

Phil Meyer
Parents AskERIC Coordinator
ERIC Clearinghouse on Elementary and Early Childhood Education
Phone: (800) 583–4135
E-mail: pmeyer@uiuc.edu

Internet Access Points to the ERIC Database and ERIC Digests Online

The following systems currently provide unrestricted Internet access to the ERIC database and/or ERIC Digests Online. For general information about ERIC, contact ACCESS ERIC, 1-800-LET-ERIC or acceric@inet.ed.gov.

Syracuse University (SUINFO)

(last five years of ERIC; searchable fields include author, title, descriptor word, descriptor phrase, and abstract)

- Telnet acsnet.syr.edu (or 128.230.1.21)
- At > prompt, type SUINFO.
- At ENTER TERMINAL TYPE prompt, type VT100.
- Bypass the USERID and PASSWORD prompts with the tab key.
- At the COMMAND prompt, type SUINFO.
- When prompted, type Y (yes) to continue.
- Find ERIC through the menus (first type I for General Interest files, then the number corresponding to ERIC), or type ERIC to enter directly.
- Follow screen instructions to search. (If function keys don't work, type in corresponding commands.)
- To end the session, type LOGOFF.

TIP: Whenever MORE or HOLDING appears in the lower right corner of the screen, hit the HOME or ENTER key to advance.

Auburn University Libraries

(complete ERIC database, 1966– ; searchable fields include title, author, subject heading (descriptor), and keyword) (Note: requires TN3270.)

- TN3270 auducacd.duc.auburn.edu (or 131.204.2.13).
- At the opening screen, tab to APPLICATION, and enter 01.
- At the main menu, type ERIC.
- Follow screen instructions to search.
- To end the session, type STOP.

TIP: The keyword search field allows use of Boolean operators, truncation, nesting, and other special search features. Type EXP K for a complete explanation.

University of Saskatchewan Library System

(ERIC database from 1983– ; searchable fields include author, title, descriptor, identifier, publication year, ERIC accession number, and journal title)

- Telnet sklib.usask.ca (or 128.233.1.20)
- At USERNAME prompt, enter SONIA.
- At main menu, select 9, "CIJE plus RIE: 1983 to Present."
- Type HELP to see a summary of search and display commands, field prefixes, and Boolean operators. (Sample search statement to find documents with the descriptor television: f d=television.)
- To end the session, type Q (quit).

TIP: Type BEGINNER to see a system tutorial.

University of North Carolina, Chapel Hill (laUNChpad)

(more than 1,000 full-text ERIC Digests—summaries of current education topics written by the ERIC Clearinghouses)

- Telnet bbs.oit.unc.edu (or 152.2.22.80)
- At the login prompt, type LAUNCH.
- Enter your first and last name as directed. (Remember how you enter your name for future sessions)
- Enter a password of your choice (and remember it).
- At the main menu, select 4, "Topical Document Search (WAIS)."
- Move through the list to ERIC Digests (138 or 139 as of this writing). Hit RETURN to select the file.
- Type one or more keywords and hit RETURN to start the search. Results will be displayed by title in a ranked order based on occurrences of the keyword.
- Highlight a title and hit RETURN to see the full text.
- To end the WAIS session, type Q (quit). To exit laUNChpad, type Q again.

TIP: Type ? to see a list of all commands.

This information was condensed from the ERIC Clearinghouse on Information & Technology's *ERIC Networker*, "Internet Access Points to ERIC."

ERIC

ERIC Clearinghouse on Information Resources

Syracuse University
School of Education • School of Information Studies
030 Huntington Hall
Syracuse, New York 13244-2340
(315) 443-3640

ERIC DIGEST

October 1992

EDO-IR-92-7

Internet Basics

By Roy Tennant

This digest briefly describes the Internet computer network, the physical connections and logical agreements that make it possible, and the applications and information resources the network provides.

The Internet

The Internet is a worldwide network of computer networks. It is comprised of thousands of separately administered networks of many sizes and types. Each of these networks is comprised of as many as tens of thousands of computers; the total number of individual users of the Internet is in the millions. This high level of connectivity fosters an unparalleled degree of communication, collaboration, resource sharing, and information access. In the United States, the National Science Foundation Network (NSFNet) comprises the Internet "backbone" (a very high speed network that connects key regions across the country). The NSFNet will likely evolve into the National Research and Education Network (NREN) as defined in the *High-Performance Computing Act of 1991* (P.L. 102-194, signed into law by President Bush on December 9, 1991).

Physical Connections and Logical Agreements

For the Internet to exist, there must be connections between computers and agreements on how they are to communicate. Connections can consist of any of a variety of communication media or methods: metal wires, microwave links, packet radio or fiber optic cables. These connections are usually established within areas or regions by the particular networking organization with authority or economic interest in that area. For example, a university academic department may lay Ethernet cable to connect its personal computers and workstations into a local area network (LAN), which is then connected to the cables the campus laid to connect its buildings together, which is then linked to cables laid by a regional network, which itself ties into the NSFNet backbone, the infrastructure for which was funded by the U.S. government. Therefore the path between any two points on the Internet often traverses physical connections that are administered by a variety of independent authorities.

For disparate computers (from personal computers to mainframes) to communicate with other computers over a network, there must be agreements on how that should occur. These agreements are called *communication protocols*. At present, the Transmission Control Protocol/Internet Protocol (TCP/IP) suite of protocols defines how Internet computers are to communicate. In the future, the Open Systems Interconnection (OSI) suite of protocols promulgated by the International Standards Organization (ISO) may be supported on the Internet as well. These protocols define how certain applications are to be accomplished: electronic messaging, online connections, and the transfer of files.

Electronic Mail

Electronic mail, or e-mail, is a fast, easy, and inexpensive way to communicate with other Internet users around the world. In addition, it is possible for Internet users to exchange e-mail with users of other independent networks such as CompuServe, Applelink, the WELL, and others. Internet users often find that the expanded capability to communicate with colleagues around the world leads to important new sources of information, collaboration, and professional development.

Besides basic correspondence between two network users, e-mail presents additional opportunities for communication. Through various methods for distributing e-mail messages to lists of "subscribers," e-mail supports electronic discussions on a wide range of topics. These discussions bring together like-minded individuals who use such forums for discussing common problems, sharing solutions, and arguing issues.

Another type of electronic communication that is growing in popularity is the electronic journal, or "e-journal." Although some e-journals require certain types of software and hardware to display each issue, most e-journals are distributed to a list of subscribers as an e-mail text message, either complete as one issue, or retrievable at the article level by mailing a command to a software program that automatically sends the appropriate file. The very definition of a "journal" is undergoing change in the electronic environment, as e-journal publishers experiment with different publication models (e.g., sending articles out individually as soon as they are ready rather than waiting until a group of articles are gathered for an "issue").

Remote Login

Remote login is the ability of a computer user in one location to establish an online connection with another computer elsewhere. Once a connection is established with a remote computer, the user can use that remote system as if their computer were a hard-wired terminal of that system. Within the TCP/IP protocol suite, this facility is called *Telnet*. Utilizing Telnet, an Internet user can establish connections with a multitude of bibliographic databases (primarily library catalogs), campus information systems of various

universities, full-text databases, data files (e.g., statistics, oceanographic data, meteorologic data, geographic data, etc.), and other online services. Many of these systems are available for any Internet user to access and use without an account.

What makes this application truly remarkable is that ease and speed of access are not dependent upon proximity. An Internet user can connect to a system on the other side of the globe as easily as (and generally not much slower than) he or she can connect to a system in the next building. In addition, since many Internet users are not at present charged for their network use by their institutions, or at least are not charged by the level of their use, cost is often not a significant inhibitor of usage. Therefore the barriers of distance, time and cost, which are often significant when using other forms of electronic communication, can be reduced in the Internet environment. A compensating disadvantage is that initial costs for Internet connection can be high, and access can be technically demanding.

File Transfer

Another application of the Internet is the ability to transfer files from one Internet-connected computer to another. This function is provided by the *File Transfer Protocol* (FTP) of the TCP/IP protocol suite. In a method similar to using Telnet, network users initiate an online connection with another Internet computer via FTP. But unlike Telnet, this online connection can perform only functions related to locating and transferring files. This includes the ability to change directories, list files, retrieve files, etc.

Types of files that can be transferred using FTP include virtually every kind of file that can be stored on a computer: text files, software programs, graphic images, sounds, files formatted for particular software programs (e.g., files with word processing formatting instructions), and others. Many computer administrators have set aside portions of their machines to offer files for anyone on the Internet to retrieve. These archive sites support "anonymous" logins that do not require an account to access, and therefore are called *anonymous FTP sites*. To locate files, Internet users can use the Archie service, which indexes files from over 900 separate anonymous FTP sites (Tennant, 1993).

Extended Services

The three basic Internet applications of electronic mail, remote login, and file transfer are also building blocks of more sophisticated applications that usually offer increased functionality and ease of network use. Tools such as Gopher, WAIS, and World Wide Web go beyond the three basic Internet functions to make information on the network easier to locate and use. Gopher is a project of the University of Minnesota that uses a series of menus to organize and automate access to information and other online systems wherever they reside on the Internet. The Wide Area Information Servers (WAIS) project of Thinking Machines, Apple Computer, Dow Jones & Co., and KPMG Peat Marwick, seeks to provide a common interface to a multitude of Internet databases. World Wide Web is a hypertext interface to Internet information resources that was developed at CERN in Switzerland (Tennant, 1993). This trend toward more powerful, user-friendly networked information resource access systems is likely to continue as the Internet grows and matures.

Future Possibilities

The backbone infrastructure for the United States portion of the Internet (the NSFNet, or the Interim NREN) is largely supported through federal government funding. For this reason, use of the network has been limited to non-profit research and educational uses, and commercial companies have established networking arrangements that avoid using the NSFNet. Most recently, however, dialogues have begun about commercialization and privatization of the NSFNet infrastructure. The full effects of such a move on current Internet users, especially research and educational institutions, has yet to be seen. One certainty is that the breadth of information and the services offered on the Internet will continue to burgeon, at an ever more rapid rate.

Further Reading

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This digest was prepared for the ERIC Clearinghouse on Information Resources by Roy Tennant, Public Service Automated Systems Coordinator, The Library, University of California, Berkeley. October 1992.

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DOCUMENT DELIVERY

How To Get *DOCUMENTS* Announced By ERIC

Two monthly abstract/index journals announce education-related Journal Articles and Documents collected by ERIC

Current Index to Journals in Education (CIJE)
Announces journal articles

Resources in Education (RIE)
Announces unpublished or limited distribution documents

These two publications are available in paper form and all the citations they announce are also contained in the ERIC database, which can be accessed online or through CD-ROM. Once you identify an item you want reproduced, your options depend on whether it is a journal article or a document. Journal articles (CIJE) are identified by an EJ number. Documents (RIE) are identified by an ED number.

Documents (ED's) — Cited in RIE

There are three principal ways to obtain documents cited in ERIC's database:

- by ordering them from the ERIC Document Reproduction Service (EDRS);
- by finding the microfiche for the document in one of the many ERIC standing order microfiche collections located at major libraries around the country and the world;
- by ordering the document from its original source or other non-ERIC supplier noted in the ERIC citation.

EDRS

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See over for Journal Articles

DOCUMENT DELIVERY

ERIC Ready Reference #14
January 1994

How To Get *JOURNAL ARTICLES* Announced By ERIC

Two monthly abstract/index journals announce education-related Journal Articles and Documents collected by ERIC

Current Index to Journals in Education (CIJE)
Announces journal articles

Resources in Education (RIE)
Announces unpublished or limited distribution documents

These two publications are available in paper form and all the citations they announce are also contained in the ERIC database, which can be accessed online or through CD-ROM. Once you identify an item you want reproduced, your options depend on whether it is a journal article or a document. Journal articles (CIJE) are identified by an EJ number. Documents (RIE) are identified by an ED number.

Journal Articles EJ's) — Cited in CIJE

There are two principal ways to obtain journal articles cited in ERIC's database:

1. Find the specific journal at the closest university or research library. Major public libraries may also have them.

2. Call or write a journal article reprint service. Two such services are:

University Microfilms International (UMI)
Article Clearinghouse
300 North Zeeb Road
Ann Arbor, MI 48106
Telephone: (800) 521-0600 x 2786

Institute for Scientific Information (ISI)
Genuine Article Service
3501 Market Street
Philadelphia, PA 19104
Telephone: (800) 523-1850, Option 5

Prepared by the...

ERIC Processing and Reference Facility
1301 Piccard Drive, Suite 300
Rockville, Maryland 20850-4305

Telephone: 301-258-5500
FAX: 301-948-3695
800: 800-799-ERIC (3742)
Internet: ericfac@inet.ed.gov

See over for Documents

ERIC Digests

ERIC Digests are:

- short reports (1000-1500 words on one or two pages) on topics of prime current interest in education
- targeted specifically for teachers, administrators, policymakers, and other practitioners, but generally useful to the broad educational community
- designed to provide an overview of information on a given topic, plus references to items providing more detailed information
- produced by the 16 subject-specialized ERIC Clearinghouses, and reviewed by experts and content specialists in the field
- funded by the Office of Educational Research and Improvement (OERI), of the U.S. Department of Education
- available in original printed form directly from the producing Clearinghouses (ask to be placed on their mailing lists — ERIC Ready Reference #6 lists the Clearinghouses, together with full addresses, telephone and fax numbers, and brief scope notes describing the areas they cover)

ERIC Digests Online (EDO) is:

- a database accessible by computer ("online" or otherwise——CD-ROM, diskettes, etc.)
- a *full-text* database containing the complete text of all current ERIC Digests (over 1000)
- a fast, accurate, and dependable source of usable and practical information for the educational community, including teachers, administrators, counselors, policymakers, and parents

How to Access the EDO file:

DIALOG (Online)

(EDO is not currently available on DIALOG OnDisc ERIC.)

- Call DIALOG at 1-800/3-DIALOG for a subscription.
- Dial in using a local Dialnet number (Sprintnet and Tymnet can also be used).
- On Dialnet, wait 2-3 seconds and hit "a." The system says "enter service," and the user enters "dialog." After that, the system requests "please logon," upon which the user responds with an assigned user id <return>, followed by a personalized password <return>.
- Enter the ERIC database, via "B 1" or "B Menus" (b = begin).
- Under "B 1" (the DIALOG Command Search mode), the user may access the EDO file directly by keying "S DT=073." That may be combined with a subject/author/institution/etc. search to reduce the overall number of hits (DIALOG permits Boolean searching and searching by individual data fields). "Logoff" is used to exit the system.
- Under "B Menus" (the DIALOG Menus program), the user is led through the following selection sequence:

  Select #19, "Social Sciences & Humanities," from DIALOG's main menu.
  Select #4, "Education."
  Select #3, "ERIC."
  Select #1, #2, or #3 (1=subject search; 2=author search; 3=journal search).
  Select #1: "Modify Your Search."
  Select #4: "Select Limits."
  Select #5: "Limit to Fulltext ERIC Digests."

  The user may then type or print the resultant hits, further modify the search strategy, request online help, return to the main menu (first select statement above), or "Logoff."

Continue on Other Side

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GTE Educational Systems (Online)

- Call GTE-ES at 1-800/927-3000 for a subscription.
- Dial in using a local Sprintnet number. When "@" appears, type "mail." The system then asks for user name and password.
- The login screen says "Welcome to the OERI Institutional Network (INET)," followed by a menu. EDO is accessed with selection #4, "Databases."
- Next, select *either* item #2, "Reference/Research Databases," or item #8, "ERIC Databases."
- Select "ERIC Digests Online (EDO)" (item #3 from the "reference/research databases" menu or item #2 from the "ERIC Databases" menu).
- Once in the EDO file, the user can select a *help* screen or go directly to the "Database Search" option.
- There is no field searching in the system, only full-text. Users search by key words using Boolean logic. Multiword terms such as "hearing impaired" are searched within three words of each other, regardless of word order. Truncation (wildcard) searching is available.
- When a given search has been completed, an index is displayed listing all the digests meeting the search requirements. Users then select one or more records to view. Records can be downloaded to a printer, floppy disk, or a hard drive using the commands of the specific communications software package one is using. The system does not permit users to save their search strategies.
- After searching is complete, the system may be exited by hitting <return> to return to the options menu, then typing "bye" to logoff.

NovaNET System (Online)

(Univ. of Illinois at Urbana-Champaign, Computer-based Education Research Laboratory (CERL))

- Access to the "Digests" file is obtained by purchasing an emulation disk (Portal) and subscribing to NovaNET services.
- Further information on accessing NovaNET can be obtained by calling 217/244-4300, or by writing to: CERL, 252 Engineering Research Laboratory, 103 South Mathews Ave., Urbana, IL 61801, ATTN: Dial-up.

SilverPlatter Information Inc. (CD-ROM)

(full-text digests scheduled to appear initially on the 1st quarter 1993 ERIC update)

- Full-text digests are accessible via the "document type" or "document type number" fields, e.g., "digests in dt," "73 in dtn," or "dtn=73." Call SilverPlatter at 617/769-2599 or 1-800/343-0064 for a subscription.

Query (Diskette Package)

- Available from LMP Associates, Inc., Chevy Chase, MD. Call 1-800/243-1515, ext. L21. Search software for interrogating the data is included.
- Query runs on all IBM PCs and compatibles. The search program requires less than 200K of hard-disk storage space. The complete database requires 4M of hard disk storage. Available only on high-density diskettes.
- Demonstration diskettes are available.

Internet

- Full-text ERIC Digests are available on the Internet via several service providers, with new sources being announced virtually on a monthly basis. These providers frequently offer dial-in search and retrieval access, in addition to Internet service.
- For information about ERIC on the Internet, contact:

AskERIC
Internet: askeric@ericir.syr.edu (or) ERIC Clearinghouse on Information Resources, Syracuse University
Tel.: 315/443-3640 Fax: 315/443-5448

For more information about EDO, including lists of ERIC Digests arranged alphabetically and by Clearinghouse (ERIC Ready References #10a and #10b, respectively), contact:

ERIC Processing and Reference Facility
1301 Piccard Drive, Suite 300, Rockville, MD 20850-4305
Tel.: 301/258-5500 Fax: 301/948-3695 Internet: ericfac@gwuvm.gwu.edu

ERIC/CASS Digests

What are Digests?

ERIC/CASS Digests are "concentrated capsules" of information pertaining to a particular subject area. Typically, they are 1000 - 1200 words in length, summarizing the salient information related to any given topic. Some are submitted by authors who focus upon certain areas of interest. Others are "commissioned" by ERIC/CASS, asking professionals who are experts in their fields to synthesize current information.

How can I obtain copies of these Digests?

Since 1981, ERIC/CASS has produced several hundred Digests. We maintain a file of currently available Digests at the Clearinghouse. A list of these is included. Others are available through the ERIC Document Reproduction Service (EDRS) at 1-800-443-ERIC. If you own or have access to a personal computer and modem, the Digests are available on-line through the Dialog Information Service Network. Instructions for accessing this service are available by telephoning 1-800-LET-ERIC.

In addition, we offer a collection of the best and most relevant Digests for counselor-identified high priority topics bound in a single volume entitled *CounselorQuest*. *CounselorQuest* is updated periodically to maintain its currency. To fill the gap between editions, we also offer a *CounselorQuest Update Pack*.

Users may submit written requests for single copies of Digests (maximum of 5 titles per request) at no charge. *CounselorQuest* and the *CounselorQuest Update Pack* are available through our publications department for $19.95 and $5.95 respectively. If purchased simultaneously, the set is $22.95. (Shipping and handling and applicable taxes are added to this price.)

Current Digests from ERIC/CASS

Accountability in Counseling
Accreditation of College and University Counseling Services
Action-Orientation Research: Promoting School Counselor Advocacy and Accountability
Adolescent Pregnancy and Parenthood
Adolescent Substance Abuse
Adult Career Counseling
Adult Career Development
AIDS and School Children
Alcohol and Drug Use Among Adolescents
Alcohol Use Among College Students
Are School-Based Drug Prevention Programs Working?
Assessing Counselor Performance
Assessing School Counselor Performance
Basic Techniques in Marriage and Family Counseling and Therapy
Building Blocks of Computer-Based Career Planning Systems
Building Community for the 21st Century
CACREP Accreditation: Setting the Standards
Career Development: The Contemporary Scene and the Future
Career Guidance, Families, and School Counselors
Challenges to and Censorship of School Guidance Materials
Challenging Troublesome Career Beliefs
The Changing World of the Elementary School Counselor
CHDF - Partner in Professionalism
Child Custody: What's Best for the Children?
College Counseling in Independent Schools
Comprehensive Guidance Program Design
Computer-Assisted Career Guidance
Consulting with the Judiciary
Coping with Fears and Stress
Coping with Life Transitions
Counseling Abused Children
Counseling and Educational Excellence
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Counseling for Study Skills
Counseling Roles and AIDS
Counseling Teenage Fathers
Counseling to Enhance Self-Esteem

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Counselors and Computers
Counselors' Use of Tests: Process and Issues
Creativity and Counseling
The Dropout's Perspective on Leaving School
Eating Disorders: Counseling Issues
Educational Reform and the School Counselor
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Employee Assistance Programs
Empowering Young Black Males
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ERIC/CAPS - Expanding Counselor Choice
Ethical and Legal Issues in School Counseling
The Expressive Arts in Counseling
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Learning Styles Counseling
Marketeer: New Role for career and Placement Specialists
Marketing Yourself as a Professional Counselor
Multicultural Counseling
The National Career Development Guidelines
Nontraditional College Students
Older Adults: Counseling Issues
An Overview of Self-Concept Theory
Parent Involvement in Children's Academic Achievement
Peer Consultation for Professional Counselors
Peer Counseling
Peer Leaders in Drug Abuse Prevention
Pluralism and Education: Its Meaning and Method
Positive Uncertainty: A Paradoxical Philosophy of Counseling Whose Time Has Come
Post-Traumatic Loss Debriefing: Providing Immediate Support for Survivors of Suicide or Sudden Loss
Pre-College Guidance and Counseling
The Professionalization of Student Affairs Staff
Qualitative Research in Student Affairs
Role of the School Counselor: Elementary
Role of the School Counselor: Middle/Junior High
Role of the School Counselor: Secondary
School Children and Fitness: Aerobics for Life
The Scope of Practice of the Secondary School Counselor
Selected Issues in Elementary Guidance
Selecting a College
Sex Equity in Guidance and Counseling
Stress Management and the Schools
Striving for Excellence: Counselor Strategies for Contributing to the National Education Goals
Teenage Pregnancy
Teenage Pregnancy and Parenting
Teenage Suicide
Teenagers and Suicide
Teenagers: Drinking and Driving
Understanding and Managing Stress
Unemployed Youth
Valuing Diversity in Schools: The Counselor's Role

ERIC/CASS is continually developing new digests relevant to current issues in the human services area. Contact the ERIC/CASS Clearinghouse for recent digest titles.

AN INVITATION TO SUBMIT DOCUMENTS TO ERIC/CASS

What is ERIC?

ERIC is the largest and most searched education database in the world with print or database products being distributed to over 3000 locations around the world. Each year nearly a half-million online searches of the ERIC database are conducted by over 100,000 users in 90 different countries. On CD-ROM, ERIC is the most popular database in public libraries and information centers. In addition, free access to all or part of the ERIC database through Internet is rapidly increasing.

What is ERIC/CASS?

ERIC/CASS is the ERIC Clearinghouse on Counseling and Student Services located at the University of North Carolina at Greensboro. One of sixteen subject-specific clearinghouses, ERIC/CASS is responsible for acquiring, processing, and disseminating information about counseling, psychology, and social work as it relates to education at all levels and in all settings.

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Selection Criteria Employed by ERIC

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*Teaching and Resource Guides
*Manuals and Handbooks
*Curriculum Materials
*Conference Papers
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(Rev. 9/91)

Sample Document Resume

(for *Resources in Education*)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

ED 654 321 — CE 123 456 ← Clearinghouse Accession Number

Author(s) → *Butler, Kathleen* — *Smith, B. James*

Title → Career Planning for Women.

Institution. (Organization where document originated.) → Central Univ., Chicago, IL.

Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC. ← Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report No. — ISBN-0-3333-5568-1; OERI-91-34 ← Report Number—assigned by originator.

Date Published → Pub Date — May 92

Contract or Grant Number → Contract — RI900000

Note — 30p.; An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-16, 1992). ← Descriptive Note (pagination first).

Available from — Campus Bookstore, 123 College Avenue, Chicago, IL 60690 ($5.95). ← Alternate source for obtaining document

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records. → Language —English, Spanish

Journal Cit—Women Today; v13 n3 p1-14 Jan 1992 ← Journal Citation

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code. → PubType— Reports—Descriptive (141)—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

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Identifiers — Consortium of States, *National Occupational Competency Testing Institute ← Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1990 and 1999, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information (in English and in Spanish) concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (Contains 45 references.) ← Informative Abstract

Abstractor's Initials → (SB)

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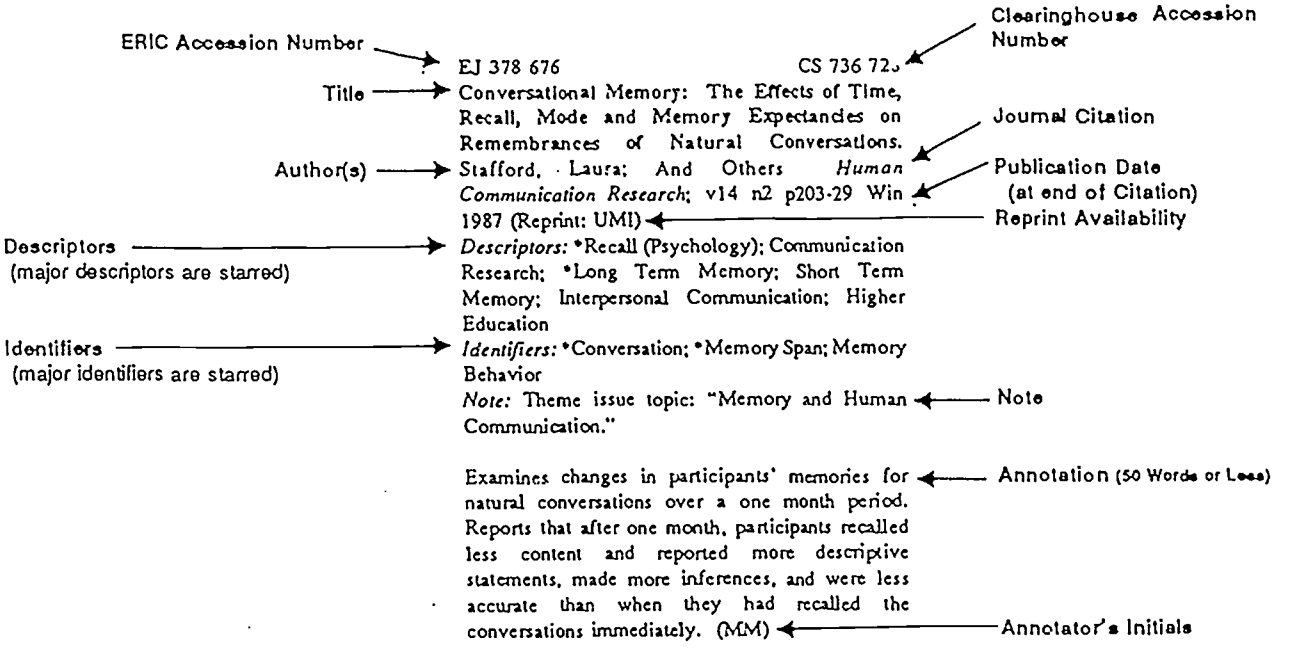
Sample Journal Article Resume

(for *Current Index to Journals in Education*) (CIJE)



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__ Social Worker
__ Counselor Educator
__ Sch. Psych. Educator
__ Social Work Educator
__ Administrator
__ Student
__ School
__ Other _____

_____

Level/Setting:

__ Elementary School
__ Middle/Jr. High Sch.
__ High School
__ K-12/District Office
__ Int. Sch. District
__ Jr./Comm. College
__ College/University
__ Other _____

_____

__ Community Agency
__ Government Agency
__ Professional Assoc.
__ Private Practice
__ Other _____

_____

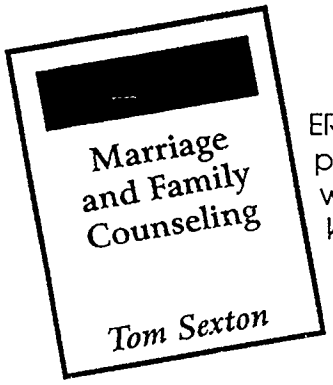
Major Interests: 1. _____ 2. _____ 3. _____

Mail To:

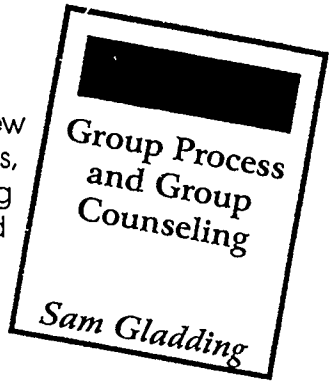
ERIC/CASS NETWORKER
School of Education
101 Park Building
University of North Carolina at Greensboro
Greensboro, NC 27412-5001
FAX: (910) 334-4116

ERIC/CASS Digest Series Under Development

ERIC/CASS Counseling Digest Series



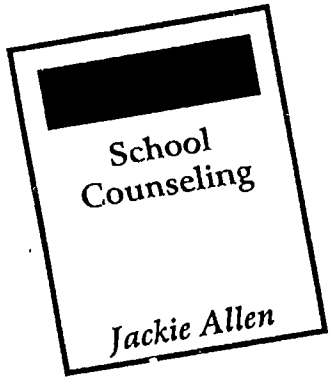
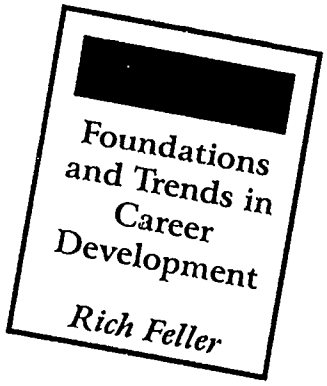
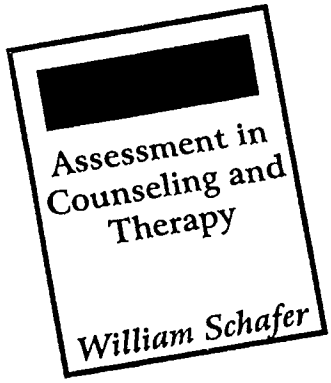
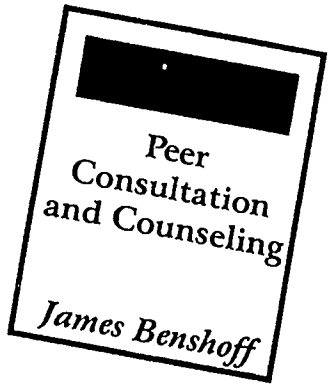
NEW!!



ERIC/CASS is extremely please to announce a major new publication, the ERIC/CASS Counseling Digest Series, which will be an indispensible resource for acquiring knowledge of the latest research, practice, and professional developments on topics of critical counseling importance. This publication/series:

- Explores designated topics in depth in up to 24 authoritative digests for each topic
- Is written by acknowledged experts
- Compresses a large amount of information into a highly readable and interesting format
- Provides a digest that can be locally reproduced
- Offers a selected body of additional resources
- Is written to facilitate decision-making and action-taking
- Provides useful information in a special "resource pack" on how to use and contribute to the ERIC national data base

The first topic in the series is Supervision: Exploring the Effective Components. Featuring 18 digests, this volume provides a comprehensive overview of supervision from theory to practice and historical antecedents to future directions. Edited by Dr. L. DiAnne Borders, an authority on supervision in her own right, this publication will be of great utility for personal renewal and classroom instruction.

New Volumes Coming Soon!!

Title	*Guest Editor*
Marriage and Family Counseling	Tom Sexton
Group Process and Group Counseling	Sam Gladding
School Counseling	Jackie Allen
Foundations and Trends in Career Development	Rich Feller
Assessment in Counseling and Therapy	William Schafer
Peer Consultation and Counseling	James Benshoff