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| Development -Reflective | Triggering Event | Level 1: Dependence | Level 2: Dependence/ Autonomy | Level 3: Conditional Dependence | Level 4: Master |
| Characteristics  Begins when a situation is confusing, surprising, or upsetting (trigger event) | Identifying Triggering Event  Response:  Confusion  Surprise  Discomfort  Focus of Discussion:  Skills/Strategies  Personhood Issues  Conceptualization | Insecure  Anxious  Unaware  High Motivation | Fluctuation  Motivation  Confidence  Overwhelmed | Stable Motivation  Increases  Confidence  Awareness | Autonomy  Insight  Awareness  Security |
| Needs | Supervisory Guided Reflection  Self-reflection  Validation  Self-Supervision Skills | Teaching  Interpretation  Support  Exemplification  Awareness Training | Support  Ambivalence  Clarification  Exemplification  Teaching  Learning Guided Reflection | Peer-ship  Sharing  Exemplification  Confrontation | Peer-ship  Sharing  Confrontation  Consultation |

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| Process:  Discriminatiion Model | Focus | Role | Medium | For | Notes |
| Primary | Intervention  Conceptualization  Personalization  Professional Issues | Teacher  Counselor  Consultant | Verbal  Expressive Arts  Sand Tray  Art Mediums  Body Work | Video Review  Theory  Client Issues  Site Issues  Evaluation Ethics  Documentation  Diversity  Skill Review  R/L neuro  Supervision  Self-Care  Termination  Other  Countertransference  Personal Issues |  |
| Secondary | Intervention  Conceptualization  Personalization  Professional Issues | Teacher  Counselor  Consultant | Verbal  Expressive Arts  Sand Tray  Art Mediums  Body Work | Video Review  Theory  Client Issues  Site Issues  Evaluation  Ethics  Documentation  Diversity  Skill Review  R/L neuro  Supervision  Self-Care  Termination  Other  Countertransference  Personal Issues |  |

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| Working Alliance | Adlerian Themes | Strength | + Supervisee Characteristics | - Supervisee Characteristics | | + Supervisor  Characteristics | | | - Supervisor  Characteristics |
| Psychodynamic  (Adlerian) Lens | **Social Embeddedness**  External Validation  Internal Validation  Egalitarian  **Holism**  Interconnected thinking  **Striving for Superiority**  **Crucial C’s**  Connect  Capability  Count  Courage | Strong  Moderate  Weak | Open  Engaged  Vulnerable  Receptive  Trust  Patience  Self-discipline  Resiliency | | Guarded  Unengaged  Defensive  Resistant  Distrust | | Collaboration  Challenge  Genuine Curiosity  Perspective Taking  Empathy  Patience  Self-Disclosure | Countertransference  Noncollaborative  Impatient  Lacking Empathy  Lacking Acceptance  Not Genuine  Insecure | |

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| Ethical Concerns | Multicultural / Diversity Concerns |
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CP and I met for our first supervisory meeting 1/23/2024 in Office 1 in the Graduate Education building for one hour. We began with building rapport through basic background information surrounding topics such as our educational backgrounds, professional trainings, areas of interest, theory of interest, and where we grew up to learn more about one another. I utilized the Values Clarification questionnaire and the Lens Activity to help us learn more about what we value, share our personal identifying lenses, and implemented this as a strategy to discuss broaching. I went over how to find and use the ACA Code of Ethics as a resource and asked for clarifying details on her areas of interest. CP stated that she is interested in working with addiction and substance use and is torn between using an Existential theoretical approach or CBT. She is unsure of when she can begin accruing hours and what her case load will look like and will investigate it before our next supervisory meeting. When discussing receiving feedback, she prefers direct feedback. Her goals within supervision include becoming more comfortable with decision-making and herself as a counselor.