**Supervision Case Presentation #1**

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**Background Information about Supervisee**

CP is a practicum student in the clinical mental health counseling track at a private practice. She is 24 years of age and is interning at Pinnacle Counseling. This is our third counseling session and within this session, she is expressing concern with her site. More specifically, she is concerned about how her site supervisor is approaching supervision with another intern, her schedule, gaining clients, and overall feelings of being “unsure” about this site being a good fit for her. She wanted to work with this site because she is open to seeing a diverse range of clients to learn more about possible populations she may want to continue working with. Although she is unsure about which theory fits her the best, after some exploration she is leaning toward Client-Centered Theory. She is not a directive individual, so we have been creating a dialogue surrounding self-advocacy along with processing what her practicum experience has been like so far.

**Overview of the Session**

Within this session, she mentions observing a client session and a supervisory session between her supervisor and another intern at the site. She and I discussed how observing supervision in particular was challenging and possibly uncomfortable for her. She mentioned that her supervisor was very directive and non-collaborative within the supervisory session that she observed. She did not agree with or feel comfortable with his discussion with the intern he was supervising because he did not give an explanation or use theory/ethics to problem-solve. We discussed how his choice to suggest that the couple his intern is watching work through their problems through watching porn without explanation was unsettling for her. She also mentioned having a hard time with getting in touch with her site supervisor and not wanting to “bother him” by contacting him about her schedule and gaining clients for the next week. She and I processed what expectations she has from supervision and created a discussion surrounding the next steps. Our goals within this session include processing what the observations felt like to her and how she wants to move forward within her practicum setting. Since she is not seeing clients yet, it was important that we discussed her observations and what feelings and expectations came from them.

**Observations and Assessment: Conceptualization of Problem**

I noticed how brave CP was to discuss feeling uncomfortable after her observations. She seemed nervous to bring it up, which I noticed when she was questioning how to tactfully bring it up within our session. She is really enthusiastic and excited about gaining experience and applying her knowledge into practice, which can be seen through her body language and tone of her voice. She also seemed to be leaning in when I was writing stuff down throughout the session, which could easily be something that I need to work on as a supervisor. I wanted to make sure I was attentive to her needs, but in that moment, I do wish that I was more present with her and put the pen and paper aside. She seems to be really apprehensive of supervision after this initial observation and seems eager to talk about it once I welcomed her into that conversation. She is aware of her growth edge of self-advocacy and feels confident when her gut is telling her something is off. However, she is very self-aware of her own feelings of discomfort and is actively working on collaborating with me when discussing how to problem-solve. Her goal within our supervisory session was to help facilitate some processing from the observations she experienced and to have an action plan moving forward. I observed her desire to gain more support and validation with the next steps that she thought of, which were also met throughout this session.

**Observations of Self**

Looking back, I wish that I had slowed down the processing aspect of this session rather than jumping into problem-solving. I would have loved to understand more about how she was feeling with her supervision rather than promoting resiliency by asking her what she wants to do moving forward. I think if we had sat within those feelings a bit longer in my “counselor” role rather than “consultation” role, I would have been able to help her gain some insight on how she is feeling and possibly help her understand her needs in a different way. I also wish I slowed down the conversation in general, but my enthusiasm and fast-paced background got the better of me at some points throughout this supervision session. I also noticed that my non-verbal behavior may have impacted CP because of how she was leaning in whenever I wrote key points down.

On the other hand, my enthusiasm and warmth invited her to discuss such difficult topics with me. I believe that my questions were thoughtful and useful as we discussed more details surrounding her concerns about her site. I leaned into my Adlerian Theory by asking about moving forward and creating expectations and leaning into goals for supervision to help her stay on track. I also used the reflective developmental model to help her process the events that were particularly troublesome for her, which is helping us build rapport in our supervisory relationship and gives her support that she needs during practicum.

**Plans for Next Session**

In the next session, I want to go over how she was feeling about seeing and speaking to her supervisor after discussing this specific interaction. I also want to ensure that I thoroughly discussed how she was feeling about the situation, so I may touch upon it in the beginning to ensure we have reflected and processed everything she may need. I want to continue exploring her expectations and needs out of supervision with myself and her site supervisor to ensure that she is being supported in the best possible ways. I hope to also continue building her self-advocacy and confidence when discussing needs such as scheduling and building her client list. My goal will be to dissect any new client sessions and to ensure that she has chosen a theory and how she will be applying that into her sessions.

**Article**

Within the article I chose to review, it notes the importance of the unique alliance between supervisor and supervisee. This article highlights key components to a supervisory relationship that could impact the alliance such as charisma, self-disclosure, interpersonal-sensitivity, and task-oriented supervision style (Vandette et al., 2021). These important factors not only help shape the supervisory relationship but can also be a catalyst toward a healthy supervisory alliance (Vandette et al., 2021). Possible barriers may include staying focused, effective use of challenging, and committing to the supervisory alliance (Vandette et al., 2021). Overall, forming an alliance with mutual respect, creating a safe space, giving support, and autonomy can help the supervisee gain insight and learn (Vandette et al., 2021). Being invested in the supervisee’s goals and reflecting high interpersonal skills as a supervisor helps foster this relationship as well (Vandette et al., 2021). This article reflects my supervision style with my flexibility, autonomy, and need for a healthy supervisory relationship because of the process that practicum and internship students experience (Vandette et al., 2021).

**References**

Vandette, M.-P., Jones, G., Gosselin, J., & Kogan, C. S. (2021). The role of the supervisory working alliance in experiential supervision-of-supervision training: A mixed design and multiple perspective study. Journal of Psychotherapy Integration, 31(4), 435–451. <https://doi.org/10.1037/int0000269>