**Supervision Case Presentation #2**

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CNED 6043: Supervision of Counselors

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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 tenth supervision session and within this session. She is seeing clients both at Pinnacle Counseling and through the CNED Clinic. She has been utilizing Client-Centered Theory and is still exploring theory to ensure this is what fits her the best. She brought in her concerns surrounding clients who want to terminate with her early this semester before her practicum is over. I believe this was important for her to discuss because of this new experience being difficult for her to navigate, particularly because there are a couple of clients attempting to terminate at once. This led to her discussing feeling “incompetent” and feeling unsure about how to cope with this moving forward.

**Overview of the Session**

We begin the session by reflecting upon what it means to her to not get closure or answers that she wants from clients. Later in the tape, we also discuss how challenging it is for her to speak with clients about “surface level content.” We discussed the need for closure and to speak about “deep” topics and how this is a challenge for her at this point in time. Throughout this session, I begin to help her explore how she is feeling throughout this experience and challenge her when she states how some of this stems from her needs and not her clients’ needs. She discusses wanting answers about how her clients are doing after they stop attending appointments and how that can be sad for her to not know. We discuss how she will process, what tools she has that are assisting her with processing, and how she will cope with these challenges moving forward. Our goals within this session include processing what she is experiencing, why she feels strongly about where her sessions are going with her clients, how she will cope moving forward as she continues her clinical work in practicum.

**Observations and Assessment: Conceptualization of Problem**

Overall, I noticed how much more comfortable CP is with disclosing client issues within this part of the semester compared to the beginning of the semester. Further in the tape I could tell she was a bit anxious about client issues when she spoke a bit faster and used her hands a lot when she spoke. She slowed down again when I drank some water, slowed down with my reactions, and asked more about how she felt from that experience as well. Overall, when I could help her identify what she felt or paraphrased content she really connected with me and opened up a bit more within the session. I saw how she was uncertain about her clinical skills and how much her clients are taking from the sessions they have with her. I can also see how much she wants to get into more “serious” topics with clients, so providing some important information surrounding client needs and how to meet them was important for me to reach in this session. From this tape, I can see how she wants to reach more in-depth content with clients and how this can contribute to not feeling competent as a counselor as other clients are choosing to terminate their therapeutic alliance earlier than she anticipated. She can be very critical of herself, which is a quality I share. However, since she is more passive than I am I feel as though we have helped one another inadvertently. For example, she has learned more about self-advocacy and when to interrupt clients. I have learned how to give her more space to bring content in rather than leading her.

**Observations of Self**

As I looked back at this tape, I was aware of how much I spoke throughout this session. I believe that as useful as that was for her, I could have made it more beneficial by speaking less and listening more. I believe that I was jumping into the teacher role a bit as I was in the counselor role, which has both pros and cons. I think that the informative pieces that I gave her helped give her an idea of where to go. I believe that I have improved upon slowing down, not interrupting as much, and focusing on important content, but I wish I reflected more before giving her advice or my personal experiences. I have also used countertransference with this supervisee to help her feel validated, heard, and to normalize her experiences throughout practicum. However, I try to ensure that it is filling a need for her and not for myself. My motivation and reasoning to explain my personal experiences with clients that “ghosted” me was to assist her with understanding that this is one of the difficult and normal aspects of counseling and that there are healthy ways to move forward.

However, I do believe that I implemented the reflective developmental model through the questions I asked and the direction I went helped her reflect upon these two topics that she brought up. I was able to ask questions that gave her the opportunity to learn more about her intentions with needing closure and to discuss more in-depth topics with clients. I think that this helped her understand how important it is to look at what clients bring in through a different lens because it is about their needs. I think that I used my Adlerian approach by using encouragement, asking about her motivations and goals moving forward, and utilized both internal and external validation as needed. I was able to transition from counselor role to the teacher role in the Discrimination Model in this part of the tape throughout the same aspects of conversation, which has been a growth edge for me.

**Plans for Next Session**

In the next session, I hope to review how she is feeling regarding her client terminations and how she navigated the session with her client who speaks upon topics that are challenging for her. I also want to see how she has been navigating the changes in her list of clients since two of them have decided to discontinue services with her. There may be a difference within the week that I have seen her, and it will be good to follow up and check in with how she is feeling. My goal is to continue assisting her by challenging her with the “why” aspect of her actions, which can help her lean into theory work, assist her with building self-esteem and self-efficacy, and continue helping her navigate challenging situations as a clinician.

**Article**

The article I chose to review had important information regarding self-disclosure within the supervisory relationship, specifically from supervisor to supervisee. I was intentional when using this because the goal of that was to help her feel comfortable with the experiences that she has had throughout practicum and to normalize that as someone who has been where she is now. Boyle and Kenny (2020) discuss the importance of self-disclosing when trying to connect with a supervisee on reactions to clients, professional development, and challenges that they have encountered throughout their time as a clinician. When this is done with intent, it can help the supervisee connect with the supervisor within the working alliance, helps the supervisee learn new skills, and helps the supervisee feel supported (Boyle & Kenny, 2020). I circled back to the issues that she had brought up to not take away from her time and issues within the supervision session because that can take away from her learning experience (Boyle & Kenny, 2020). This article helped me see that there is a way to properly self-disclose as a supervisor and how that can help the supervisee learn and connect with me, especially when we can discuss her strengths and growth edges from these in-depth discussions (Boyle & Kenny, 2020).

**Reference**

Boyle, S. L., & Kenny, T. E. (2020). To disclose or not to disclose: Examining supervisor actions related to self-disclosure in supervision. *Journal of Psychotherapy Integration*, *30*(1), 36–43. <https://doi.org/10.1037/int0000181>