

Benchmark Personal Supervision Model Assignment

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Abstract

This paper will elaborate on the supervision models used by the supervisor in his approach to supervising counselees. Included in the paper will be the psychotherapy-based model, the developmental approach to supervision, the supervision process model, and a biblical integration section where he encapsulates his process through a biblical worldview. The writer of this paper demonstrates that the models he selected are a form of discipleship, and he includes examples and illustrations of how each model emphasizes different aspects of discipleship. He makes this connection in the biblical integration section. In summary, the models selected utilize elements of how Jesus “supervised” his disciples and how Paul “supervised” Timothy.

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To train future counselors who are effective, competent, and skilled, counseling supervisors need to select and utilize supervisory models that can benefit their supervisees in each of these areas. In the following sections, the author will provide a description of the psychotherapy model used, his developmental approach to supervision, his supervision process model, and then end with how his models align with a biblical worldview.

Developmental Approach to Supervision

The Integrated Developmental

Salvador (2016) states that the Integrated Developmental Model of Supervision (IMD) is one of the more popular models due to its long research history (since 1980s) and range of applicability to other similar fields. Due to this long history, credibility and trustworthiness is often assigned to this model. The structures, components, and levels of development are the result of its resilience throughout the years. The writer explores the three overarching structures first.

The IMD Model includes three overarching structures or concepts that are used to measure a supervisee's growth. These three structures consist of self-other awareness, motivation, and autonomy (Bernard & Goodyear, 2019). As supervisees develop these structures in their professional development, the supervisor carefully selects what interventions would be most advantageous for them based on where they are in the levels of IMD. There are three levels of development and each of these focus on characteristics that supervisee displays and identifies behaviors the supervisor must implement to meet the supervisor's specific developmental needs (Bernard & Goodyear, 2019). Stoltenberg (1997) describes Level 1 as mostly educational because the supervisee needs to become familiar with the theories and techniques to help with

conceptualizing what counseling and assessment will look like in session. He adds that as the supervisee practices applying the basic theories and techniques, he will gain confidence which will allow him to have some momentum moving into Level 2 skills and development (Stoltenberg, 1997). Bernard and Goodyear (2019) would add that in Level 1, motivation is high, autonomy is low because supervisees are dependent on the supervisor, and awareness is characterized by confusion and self-preoccupation. These elements are considered normal for this stage.

Moving into Level 2, Stoltenberg (1997) suggests that the supervisee has developed some key basic skills, feels confident about his ability to implement them in session, but is vacillating between seeking to move forward on his own or continue to seek the supervisor for guidance and consulting. Essentially, this stage is characterized by wanting to be more assertive but fearing that their supervisor may correct their overconfidence in what they are doing (Stoltenberg, 1997). Motivation is fluctuating at this stage, but more focused attention on the client's presenting issue is evident due to the regulation of one's anxiety from self-preoccupation. Bernard and Goodyear (2019) would describe this stage as the supervisee not needing as much structure and directed guidance, and they would add that they can make space for being more confident in their approaches and having greater empathy for their clients now that they do not have to overthink every intervention and basic skills that they employ in session.

Lastly, Level 3 consists of the supervisee looking to turn his counseling approach into his own (Bernard & Goodyear, 2019). This is where his motivation becomes more consistent, he no longer overanalyzes and questions his judgment, and he has become more aware of his emotions, thoughts, and triggers in session, while also maintain enough distance from his client's

presenting issue to remain as objective as humanly possible. Stoltenberg and Delworth (1987) accurately describe it as “the calm after the storm.”

Supervision Process Model

The Discrimination Model

Developed in the mid-70s, the discrimination model was created to help supervisors-in-training practice, assess, conceptualize, and evaluate how they were doing in sessions that were videotaped. The initial model began with lab methods that included video presentations, discussion of concepts, and individual and dyadic exercises (Bernard, 1979). Then, they would identify process skills, conceptualization skills, and personalization skills. This is followed with counselors role-playing vignettes that are recorded and then discussed and evaluated (Bernard, 1979). Because this was done with practicum students as the supervisees and doctoral students as the supervisors, supervision was seen from the perspective of supervisors who were only a couple of years more experienced than the practicum students. However, in today's discrimination model, many of the focus areas described take many years of experience to master in both knowledge and application of it. Thus, the supervisor would need to have enough experience to identify and guide supervisees through the process of selecting the appropriate techniques and effectively applying interventions with their clients. Supervisors need to focus on observable behaviors that supervisee is demonstrating in session to help them conceptualize the client's presenting issue all while also managing any potential transference and countertransference (Bernard & Goodyear, 2019). Essentially, the most helpful supervision will come from experienced clinicians who can identify what the supervisees need and how they can improve.

To do so, supervisors will need to adopt any of the following roles as part of their supervisory experience: 1) teacher role, 2) counselor role, and/or 3) consultant role. Each of these are helpful through the supervisory experience, but knowing which one supervisee needs at their stage of professional counselor development is critical. Bernard and Goodyear (2019) indicate that there will be instances where the supervisee will need instruction, modeling and direct feedback (teacher role). Other times, they will need encouragement and guidance on developing the ability to self-reflect on how they feel in and out of session after interacting with certain clients (Bernard & Goodyear, 2019). Or, the supervisees may also be encouraged by their supervisor to “trust their gut (insights and feelings)” and feel challenged to think and act free from the direct influence of their supervisor. However, a caution that Bernard and Goodyear (2019) present is that the supervisor should choose a role that benefits the supervisee more than one that is preferred or convenient for the supervisor. The supervisor must adapt to their supervisee’s needs, stage of development, and specific issue and situation for their supervisee’s clients. The discrimination model provides a strong foundation of what an organized way of training future supervisees can look like, and it is a model that the author of this paper looks forward to utilizing in his own supervision.

Biblical Worldview

These models were selected by the author because they also have some strong identifying stages that are closely aligned to the author’s worldview and approach to counseling. There are three key elements of the Integrated Developmental Supervision model and the Discrimination Model that align with my biblical worldview. The following elements will be discussed below: 1) the element of discipleship, 2) the element of teaching and counseling, and 3) the element of

meeting and guiding others based on their level of understanding. These will be elaborated on in the sections below.

First, the model of discipleship aligns well with the Integrated Developmental Model, because it focuses on the stage of development that the supervisee is on and provides the necessary supervisory methods to help the supervisee advance in their training (Salvador, 2016). Throughout Jesus time and ministry on earth, He often “met people where they were.” He knew that it would be difficult for his disciples to understand who He was when the culture and teachings of the day did not seem to line up with who they were expecting to see. As a consequence, He had to teach and model to them what it would mean to follow Him. However, He understood where they were and simply taught them through self-disclosure, parables, and modeling what it looks like to be obedient to God the Father. Other instances in Scripture where we find similar type of modeling was in Paul’s relationship with Timothy. Paul clearly teaches and models for Timothy what it would look like for him to pastor a church, and he also guided and warned him of what to expect. He disciplined Timothy.

The second element is that of teaching and counseling. The Discrimination Model includes a teaching component to it which is illustrated often throughout Jesus’s ministry. In fact, he often demonstrated both a counselor and teacher role during his ministry. Although it would be difficult to see where he would be seen as a consultant (another role in the discrimination model), Paul the apostle does model and present a consultant perspective in his training of Timothy and guidance for the establishing of new churches.

Thirdly, assessing the level of understanding and training that people have and determining what stage of development they are in is also seen in how Jesus meets people in the Gospels. In John 3, Jesus meets Nicodemus—who was a Pharisee—in his confusion and

questions about his faith. It would be easy to become frustrated with someone who was well trained in understanding the law but who is missing the most essential reason for understanding it which was that He (Jesus) would be coming to save them. However, Jesus was patient with him and eventually moved towards sharing the most popular verse in Scripture with sharing the Gospel in John 3:16-18. In John 4, He meets the woman at the well and interacted with her which was not “allowed” during that time. He engaged her in conversation, asked about her husbands, and then provided her with the hope (‘living water’) she was searching for. In Matthew 9, Mark 5 and Luke 8, Jesus heals the bleeding or unclean woman who touched his robe. He noticed her touch towards him was different than everyone else’s and met the real physical need she had to be healed, and He did so with compassion, kindness and grace. Though everyone around Him may have been frustrated and possibly disgusted by her presence, Jesus responded with kindness by meeting her where she was and healed her. Each of these examples illustrate a stage of faith development that Jesus understood, and He met them with the need they had at that moment they met. When supervising future counselors-in-training, it is imperative that supervisors understand the stage of development that their supervisees are in to provide the best environment for their educational, professional, and even spiritual growth.

Conclusion

This paper provides an overview of the most trustworthy approach to training and guiding future counselors by understanding what stage of professional counseling development they are in and then assessing what approach would be most beneficial to their overall growth as budding counselors. The IDM was identified as the supervisor’s selected approach to training supervisees and reasons were also provided as to why it is an effective approach. Additionally, the Discrimination Model was described in detail to elaborate on the skills supervisees need to

develop and what roles the supervisors can have in training them to develop those skills. Lastly, a biblical worldview was described to demonstrate how the selected supervisory approaches align with teachings found in Scripture. Overall, the supervisor to supervisee relationship seems to illustrate a discipleship type model of supervision which is supported by the models presented.

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