

**Video Submission (Second Session Assignment): Reflection Paper**

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In this paper, I seek to explain what skills I demonstrated with my supervisee, along with my critiques for areas I need to improve, the supervision model I used, and what I learned from the session. I noted in my final discussion board video that I was unable to retrieve the group video, because I was not assigned as the owner of it. However, I can provide the link to it if that is helpful. For this assignment, I used my last session with my individual supervisee.

#### **Video Session Content**

My supervisee's client has had to make a decision about her ex-husband has realized that she needed to define what true love means to her by seeking to define it. My supervisee reported that the client now found peace in "letting her husband go" (2:17-2:57). As discussed in session (4:45-5:00), my supervisee was able to explore patterns in her client's past relationships, specifically with her mother. We also discussed how she (supervisee) can help the client learn to identify her relationship patterns in all her close relationships (i.e., her daughter, roommate, romantic relationships (10:24-14:27) to develop some self-awareness on what she would want to change moving forward.

#### **Reflection Content**

##### **Skills Demonstrated**

I established a context for reflection by asking the supervisee what she thinks she did that allowed her client to have the epiphany of understanding that unconditional love is one of her core values (4:00-5:19) (Bernard & Goodyear, 2019). I always try to establish a sense of understanding and empathy towards my supervisee's client's relationship situation. I do this by paraphrasing what my supervisee is saying and practicing active listening through minimal encouragers. I also provided my supervisee with an alternative way to challenge her supervisee

evaluate what level of self-awareness she has (12:52-14:30). One other skill I used to help my supervisee gain insight on her client was to reflect on how she experiences her client in session. It is possible that the way she experiences her client in session is the way that her client's daughter and roommate may be experiencing her (19:00-20:05).

### **Critiques on Areas of Improvement**

Reflecting on this last session, I think I would prefer to have an agenda for what we can do in session. I would ask my supervisee to bring a short agenda of what she needs and would like to address in our session. I, too, would like to have an agenda with skills or interventions that could be helpful for her during these early stages in her counseling development. I also believe having an agenda makes me feel more confident going into the supervision session.

### **Supervision Model Used in Session (30:27)**

The supervision model I elected to use in this last session was from the Discrimination Model. Specifically, I acted as a consultant for most of this session. This was evidenced when I asked her if there were any specific questions she had about her cases (30:27-34:47). According to Luke and Bernard (2006), a consultant explores with the supervisee what the client's needs are and what treatment and interventions would best meet those needs.

### **What I Learned from the Session**

To summarize my experience, one of the key takeaways from this last session was how well my supervisee responds to my positive encouragement and affirmation. I believe this is part of learning about the students we are supervising, and it is an important tool because it is what most of us need especially when we are first starting our counseling careers. Additionally, because she described herself as a perfectionist early on, she would tend to focus more on what she needs to improve and not as much on what she already is doing well. Both are necessary, but

I think pointing out what she is doing well and affirming the insight she is developing would be of most benefit to her.

### References

- Bernard, J. M., & Goodyear, R. K. (2019). *Fundamentals of clinical supervision (6th ed.)*. Allyn & Bacon.
- Borders, L. D., & Brown, L. L. (2005). *New handbook of counseling supervision (2nd ed.)*. Routledge.