



THIRD EDITION

CLINICAL
SUPERVISION
in the
Helping
Professions
A PRACTICAL GUIDE

Gerald Corey
Robert Haynes
Patrice Moulton
Michelle Muratori



AMERICAN COUNSELING
ASSOCIATION

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THIRD EDITION

CLINICAL SUPERVISION in the Helping Professions

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AMERICAN COUNSELING ASSOCIATION
6101 Stevenson Avenue, Suite 600, Alexandria, VA 22304

ASSOCIATE PUBLISHER
Carolyn C. Baker

DIGITAL AND PRINT DEVELOPMENT EDITOR
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SENIOR PRODUCTION MANAGER
Bonny E. Gaston

COPY EDITOR
Kay Mikel

Text and cover design by Bonny E. Gaston.

LIBRARY OF CONGRESS CATALOGING-IN-PUBLICATION DATA

Names: Corey, Gerald, author.

Title: Clinical supervision in the helping professions : a practical guide / Gerald Corey,
California State University, Fullerton, Robert Haynes, Borderline Productions, Patrice
Moulton, Northwestern State University, Natchitoches, Louisiana, Michelle Muratori,
Johns Hopkins University.

Description: Third edition. | Alexandria, VA : American Counseling Association, [2021] |
Includes bibliographical references and index. |

Identifiers: LCCN 2020016109 | ISBN 9781556204036 (paperback)

Subjects: LCSH: Clinical psychologists—Supervision of. | Counselors—Supervision of. |
Psychotherapists—Supervision of. | Health services administration.

Classification: LCC RC480.5 .C58 2021 | DDC 616.89/14—dc23

LC record available at <https://lcn.loc.gov/2020016109>

DEDICATION



*To our supervisees and students,
who have taught us many lessons
about how to supervise.*

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PREFACE



The field of supervision has rapidly emerged as a specialty area in the helping professions. In the past, supervisors often learned how to supervise based on their own, and often limited, experiences when they were supervisees. Few professional standards specifically addressed supervision practices, and separate courses in supervision were rare. Today the trend is toward including a course in supervision in graduate programs in the helping professions, especially in doctoral programs. If there is not a separate course, topics of supervision are frequently incorporated into one or more courses. Higher education accreditation boards, such as CACREP, provide specific requirements for supervision of entry-level professional practice in practicum and internship. They also outline required supervisor qualifications. In addition, state licensing and certification boards are increasingly requiring formal training in supervision as a part of the licensing and certification process. To practice as a supervisor, it is now mandatory to complete coursework or to take continuing education workshops in supervision and show evidence of competence not only in skills and techniques but also in supervisory processes and procedures.

This book is a practical guide to becoming a supervisor that is informative, interesting, personal, encouraging, and challenging. We address topics essential to becoming an effective supervisor, emphasizing the knowledge and skills new supervisors need to supervise others in a variety of settings. We believe one of the best ways to learn how to supervise is for new supervisors to reflect on what they have learned from their own supervision.

The information provided and our suggestions for becoming a supervisor are based on both the supervision literature and our collective professional experience in supervision. Throughout this book we discuss the ethics and professional codes and the relevant literature, but we also state our own position on these topics and offer commentary on how we might approach various cases. Each of us presents a detailed personal perspective on our journey to becoming a supervisor (see Chapter 1), and Personal Perspectives are featured throughout the chapters to enhance many of the topics. We balance theory with personal beliefs, attitudes, and relevant experiences regarding supervision. A unique feature of this book, *Voices From the Field*, provides a glimpse into the experiences of other practicing supervisors on key issues in the practice of supervision. Forty-nine separate essays provide diverse perspectives on a wide range of topics in clinical supervision.

We do not present a single best approach to supervisory practice. Instead, we encourage reflective practice and ask supervisors and supervisees to integrate their own thoughts and experiences with our presentation of the material in each chapter. Most of

all, we recommend that readers continually reflect on what supervision has been like for them at various stages of their professional development. It is important to have both a solid foundation of the theories and methods of supervision and an understanding of what has been learned from their own experiences as a supervisee and as a supervisor.

This book has a practical emphasis, including tips for practical application, case examples, sample forms, interactive questions, and activities that can be done in small groups. It is designed as a practical guide for new and practicing supervisors, but it can also be a primary or supplementary text in a variety of doctoral and master's-level courses.

Clinical Supervision in the Helping Professions: A Practical Guide (Third Edition) is appropriate for use in counselor education, counseling psychology, clinical psychology, marriage and family therapy, human services, social work, school counseling, mental health counseling, rehabilitation counseling, addiction counseling, psychiatric nursing, and other mental health specializations. It is an ideal resource for practicum, fieldwork, and internship seminars in these disciplines and for advanced undergraduate courses in human services and social work programs. In addition, this book can be used as a resource for both prelicensed professionals and practicing supervisors.

Getting the Most From This Book

This book is different from traditional textbooks in supervision; it is an interactive tool that will assist you in formulating your own perspective on supervisory practice. The many questions and exercises interspersed throughout the text are intended to stimulate you to become an active learner. If you take the time to think about the chapter focus questions and do the suggested activities at the end of each chapter, your learning will be more meaningful and personal. Supervision is not a topic that can be mastered solely by reading about theory and research. Supervision is best learned by integrating the theoretical material with your own supervision experiences.

Overview of the Book

Each chapter focuses on a specific aspect or dimension of supervision that is vital to effective supervision. Here is what you can expect in each chapter:

- Chapter 1 lays the groundwork by defining supervision and discussing the goals and objectives of supervision. In line with the personal focus of the book, each author offers her or his unique perspective on supervision and highlights some of the experiences that have shaped their views.
- Describing the multiplicity of roles that supervisors may need to adopt, ranging from teacher and coach to administrator and empowerer, Chapter 2 focuses on the supervisor's roles and responsibilities. The chapter also explores how supervisees can get the most from their supervision and fieldwork experiences.
- The quality of the supervisory relationship is of paramount importance, and Chapter 3 focuses on factors, issues, and characteristics of supervisors and supervisees that facilitate or hinder the supervision process. Conflict in the relationship and other challenging situations are addressed as well.
- Chapter 4 describes several current models of supervision. Therapeutic approaches as well as models developed specifically for clinical supervision such as developmental and integrative approaches are examined.
- Chapter 5 focuses on the practical methods used in supervision and explains how various methods can be implemented in an integrated supervision model.
- Chapter 6 addresses the importance of developing multicultural competence as a supervisor as well as preparing trainees to be competent in serving diverse client

populations. Supervisors have a responsibility to model social advocacy for their trainees and to encourage trainees to carry out this important function in their work with clients.

- Ethical issues and multiple relationships are the focus of Chapter 7. This discussion addresses what every supervisor needs to know about ethical supervisory practice and teaching supervisees to practice ethically. Important issues dealing with impairment and incompetence and recognizing ethical violations are also discussed.
- Chapter 8 is devoted to legal and risk management issues. Given today's litigious climate, supervisors need to have a basic understanding of the legal issues they might encounter. This legal primer includes an extensive list of risk management strategies relative to supervision.
- Most trainees are ill equipped to handle crisis incidents. Chapter 9 explores the responsibilities of supervisors in guiding supervisees through crisis situations. Preparing supervisees to competently navigate through client crises and the special role supervisors may fulfill to support supervisees in the aftermath of crises are important components of crisis management.
- Chapter 10 explores evaluation, a critical component of ethical supervision that sets supervision apart from counseling and psychotherapy. The evaluation process tends to cause both supervisees and supervisors a great deal of anxiety. Understanding the process and methods of evaluation will help supervisors approach this task with a clearly defined plan and, consequently, with less anxiety.
- Chapter 11 paints a picture of the effective supervisor and encourages you to continue your journey down the path toward your own style of supervision.

The Suggested Activities at the end of each chapter are designed to augment your professional development. These activities will aid you in thinking about and reflecting on what you have just read. For students and supervisees, this can be a way to bring more thought to your supervision sessions. For supervisors, this may give you some ideas for topics to discuss with supervisees. These activities can be adapted for individual work or group discussion.

What's New in the Third Edition of *Clinical Supervision in the Helping Professions: A Practical Guide*

The Third Edition has been reviewed and updated with current research, concepts, and practice in clinical supervision. The following chapter-by-chapter list highlights material that has been added, updated, expanded, and revised for this new edition.

Overall Changes

- **Voices From the Field** features 45 contributors who share their perspectives on key topics in each chapter. These contributors represent a broad cross-section of clinicians with a range of professional experience, and many of them are considered leading experts in their specialty field.
- All citations have been reviewed and updated to provide the most current literature and research.
- Recent disasters, crises, and social changes in the United States have altered the social landscape, affecting clients, supervisees, and the practice of supervision. The text in this edition reflects the changing roles of those in the helping professions.
- The relevant codes and regulations pertaining to supervision have been updated.
- The role of technology in supervision (and in counseling more generally) has expanded in recent years, and the global coronavirus pandemic is forcing an even

more expansive use of online supervision methods. The pros and cons and a cautionary tale regarding distance counseling and supervision are explored throughout the book.

Chapter 1: Introduction to Supervision

- The authors' Personal Perspectives are updated to reflect their current professional activities.
- Key goals of supervision are defined and discussed.
- Increased attention is given to the differences between administrative and clinical supervision.

Chapter 2: Roles and Responsibilities of Supervisors

- New supervisor roles include the supervisor as role model, crisis manager, and technology consultant. These roles are identified and discussed in detail.
- A contributor captures the essence of how supervisors often serve in the role of a mentor.
- The ethical and professional standards regarding roles and responsibilities of a supervisor have been updated.
- A completely revised Supervision Contract is included in Appendix 2A.

Chapter 3: The Supervisory Relationship

- Recent research indicating that a functional supervisory relationship is essential to facilitating supervisee self-disclosure is provided.
- New information is provided to aid supervisors in managing their countertransference with supervisees.
- Multicultural diversity competence is presented as an ethical imperative in supervision.
- A new Voices From the Field offers suggestions for ways a supervisor can manage parallel process with a supervisee.
- An updated discussion of "ethical bracketing" is presented as a means for supervisees to become aware of value conflicts they may have with clients.
- A new Voices From the Field reveals the doubts and fears that most novice supervisees experience.

Chapter 4: Models of Supervision

- Discussion of second-generation models of supervision and neuro-informed constructs in supervision have been added.
- A new Voices From the Field describes neuro-informed clinical supervision.
- Psychotherapy-based supervision models have been revised.
- A new section describes the common factors discrimination model.
- A comprehensive description of the new team-based supervision model developed by one of the authors provides a practical approach that enriches supervisees' learning.

Chapter 5: Methods of Supervision

- An updated and expanded treatment of individual supervision, triadic supervision, and group supervision is provided.
- Eight contributors share their expertise in Voices From the Field on various aspects of methods of supervision.
- A revised discussion of peer supervision groups highlights the value of this approach to supervision.
- New discussions on the cotherapy method in supervision and using technology in supervision are featured.

- Contributors address training counselors to provide online supervision, ethical considerations for online supervision, and teaching supervision online.
- A new section describes developing communication skills.
- A discussion of deliberate practice for clinical supervision and training has been added.

Chapter 6: Becoming a Multiculturally Competent Supervisor

- Nine contributors share their expertise in Voices From the Field.
- The *Multicultural and Social Justice Counseling Competencies* are described.
- A new section is devoted to embracing multiple identities and intersectionality in supervision.
- Several new Voices From the Field shed light on what is involved in becoming a multiculturally skilled supervisor, and a new section highlights the implications of failing to practice multicultural supervision.
- Practicing multicultural counseling and supervision competently is given increased attention.
- Ethics codes and standards regarding multicultural supervision have been revised.
- The concept of broaching behavior in clinical supervision is explained, and a contributor shares her perspective on training counselors and supervisors to broach effectively.
- Multicultural and social justice competencies are provided as a guide to supervisory practice.
- The concept of modeling social advocacy is explained, and a clinical supervisor shares her thoughts on a social justice and advocacy approach to clinical supervision.
- Practicing affirmative supervision is defined and explained.
- A new section describes supervising international trainees in counselor education programs, and another new section supports trainees serving clients with disabilities.
- The discussion of spirituality as a facet of multicultural supervision has been revised and expanded, and contributors share their views on addressing spirituality and religion in supervisory relationships.
- Using technology effectively to create inclusion is addressed.

Chapter 7: Ethical Issues and Multiple Relationships in Supervision

- The discussion of how ethical standards provide a framework for understanding multiple roles and relationships has been updated.
- Revised sections deal with problematic behavioral characteristics of trainees, monitoring trainee competence, and professional competence problems of supervisees.
- A revised and expanded discussion of the codes of ethics and supervisors' ethical responsibilities deals with supervisee incompetence and reasons for dismissal of students from a training program.
- A counselor educator discusses a host of issues in the remediation in clinical supervisees.
- The section on managing multiple roles and relationships in the supervisory process has been revised and expanded.
- A counselor educator shares her views on managing boundaries in supervision.
- A new section on managing boundaries in social media explores the ethical implications for clinical supervision, and a contributor explains how she establishes boundaries with clients using technology.
- The discussion on sexual intimacies in the supervisory relationship has been updated.

Chapter 8: Legal and Risk Management Issues in Supervision

- Three counselor educators and attorneys reviewed this chapter and contributed Voices From the Field on various aspects of legal and risk management.

- Risk management strategies in clinical supervision are presented, including designing a supervision contract to limit legal liability.
- A new section explains the unique challenges supervisors face when working with school counselor interns.
- Revised and updated ethical standards regarding legal issues are presented.
- A contributor explains the complications and the pitfalls of dealing with child custody cases in supervision.
- A contributor offers advice for supervisees on measures to take to avoid legal problems and problems in applying for licensure.
- There is a new discussion on disciplinary supervision.
- A new section highlights ethical standards and legal perspectives when counseling minors.
- Expanded coverage has been devoted to supervising trainees in school counseling.

Chapter 9: Crisis Management in Supervision

- Revised ethics codes and standards for managing crisis situations in supervision are described.
- Updated research findings are presented on the high levels of stress and burnout for crisis workers.
- The role of supervisors in helping supervisees manage complex situations during crises is expanded, and information about emergency preparedness has been added.
- A new section on the CARE model of crisis-based clinical supervision brings a practical perspective to clinical supervision.
- A contributor shares his thoughts on the challenges of coping with a pandemic, such as COVID-19.
- A section has been added on mass trauma counseling guidelines, and there is a new section on psychological first aid.
- Updated information is given on suicide and suicide attempts.
- Five new contributors of Voices From the Field address various aspects of crisis management.
- The need to care for the caregiver and an emphasis on self-care for supervisors and supervisees is expanded.

Chapter 10: Evaluation in Supervision

- Increased emphasis is given to the importance of evidence-based supervision techniques.
- Revised ethics codes and standards regarding evaluation in supervision are presented.
- A section on gatekeeping and evaluation has been added, and a contributor shares her experience of gatekeeping in supervision.
- A contributor explores the balance between evaluative aspects of supervision and creating a safe climate conducive to effective supervision.
- A new section deals with diversity and evaluation.
- A new section describes team feedback as a way for supervisees to develop skills.

Chapter 11: Becoming an Effective Supervisor

- Four new contributors add their Voices From the Field regarding effective supervisors.
- Increased emphasis is given to the supervisory relationship as being central in effective supervision.
- There is a revised and expanded discussion of the characteristics of an effective supervisor.

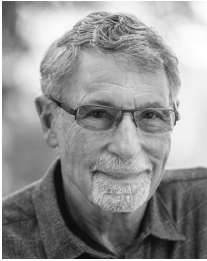
Sharing our personal perspectives and hearing directly from practicing supervisors and counselor educators brings the practice of clinical supervision to life. We hope this book empowers you to find your own voice and inspires you to seek your own style as a supervisor. In *Voices From the Field*, supervisors from different professional backgrounds and with varying levels of experience candidly describe some of the challenges they have faced as well as the joys of supervising. The 45 contributors, most of whom are new to this Third Edition, add rich diversity to our discussions. If this book engages you in a personal as well as an academic way, and if it raises questions for your reflection, our purpose will have been achieved.

ACKNOWLEDGMENTS



We would like to thank the 45 contributors who shared their expertise in *Voices From the Field*. These contributors added practical advice and provided readers with ideas for reflection. Thanks goes to Bonny Gaston for her creative work on the interior design and the cover of this book. We want to express our gratitude to Carolyn Baker, associate publisher at ACA, for her dedication and support for this project. Carolyn reviewed the entire manuscript and provided feedback that was incorporated in the final manuscript. We very much appreciate the talents of our manuscript editor, Kay Mikel, who made sure this book was reader-friendly. It has been delightful working with both Carolyn and Kay on the third edition of this book.

ABOUT THE AUTHORS



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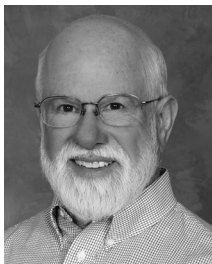
The following seven books are published by the American Counseling Association:

- *Clinical Supervision in the Helping Professions: A Practical Guide*, Third Edition (2021, with Robert Haynes, Patrice Moulton, and Michelle Muratori)
- *Personal Reflections on Counseling* (2020)
- *The Art of Integrative Counseling*, Fourth Edition (2019)
- *Counselor Self-Care* (2018, with Michelle Muratori, Jude T. Austin, and Julius A. Austin II)
- *ACA Ethical Standards Casebook*, Seventh Edition (2015, with Barbara Herlihy)
- *Boundary Issues in Counseling: Multiple Roles and Relationships*, Third Edition (2015, with Barbara Herlihy)
- *Creating Your Professional Path: Lessons from My Journey* (2010)

Recent publications by Gerald Corey and colleagues with Cengage Learning include:

- *Theory and Practice of Counseling and Psychotherapy*, Enhanced Tenth Edition (2021)
- *Becoming a Helper*, Seventh Edition (2021, with Marianne Schneider Corey)
- *Issues and Ethics in the Helping Professions*, Tenth Edition (2019, with Marianne Schneider Corey and Cindy Corey)
- *Groups: Process and Practice*, Tenth Edition (2018, with Marianne Schneider Corey and Cindy Corey)
- *I Never Knew I Had a Choice*, Eleventh Edition (2018, with Marianne Schneider Corey and Michelle Muratori)
- *Theory and Practice of Group Counseling*, Ninth Edition (and *Student Manual*) (2016)
- *Group Techniques*, Fourth Edition (2015, with Marianne Schneider Corey, Patrick Callanan, and J. Michael Russell)
- *Case Approach to Counseling and Psychotherapy*, Eighth Edition (2013)

Gerald Corey and his colleagues have made several educational DVD programs on various aspects of counseling practice, all of which are available through Cengage Learning: (1) video to accompany *Counseling Gwen From Various Perspectives* (2021); (2) group video to accompany *Theory and Practice of Group Counseling* (2019); (3) *Ethics in Action* (2015); (4) *Groups in Action: Evolution and Challenges DVD and Workbook* (2014, with Marianne Schneider Corey and Robert Haynes); and (5) DVD for *Theory and Practice of Counseling and Psychotherapy: The Case of Stan and Lecturettes* (2013).



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Bob served for 35 years in the capacity of both administrative and clinical supervisor in a variety of academic and clinical settings. He also provided consultation and training in clinical supervision, criminology, disaster mental health, psychotherapy methods, team building, conflict resolution, stress management and burnout, suicide assessment and intervention, and theoretical approaches in psychotherapy.

Bob's publications include the following:

- *Clinical Supervision in the Helping Professions: A Practical Guide*, Third Edition (2021, with Gerald Corey, Patrice Moulton, and Michelle Muratori)
- *Coping Skills for a Stressful World: A Workbook for Counselors and Clients*. (2020, with Michelle Muratori). American Counseling Association
- *Managing Crisis: Personally and Professionally*. (2021, Chapter 14 with Marianne Schneider Corey and Gerald Corey). *Becoming a Helper*, Eighth Edition. Cengage Learning
- *Take Control of Life's Crises Today! A Practical Guide*. (2014). Aventine Press

Bob has produced a number of psychology training videos in collaboration with Marianne Schneider Corey and Gerald Corey, including *Groups in Action: Evolution and Challenges DVD and Workbook* (2014); *Ethics in Action* (2015); and *The Art of Integrative Counseling* (2001).



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- *Clinical Supervision in the Helping Professions: A Practical Guide*, Third Edition (2021, with Gerald Corey, Robert Haynes, and Michelle Muratori)
- *Helping Others*. (2019). Ekta Publishing.
- The Status of Mental Health in Nepal. *ICMS Journal*, 1, 12–15. (2018).
- Unspoken, Unanswered, Unaddressed: Issues of Young Women in Nepal. *ICMS Journal*, 1, 1–4. (2018, with B. Gurung).
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- *This Is Not a Fire Drill: Crisis Intervention and Prevention on College Campuses*. (2011, with R. A. Myer and R. K. James). John Wiley & Sons.
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- *Coping Skills for a Stressful World: A Workbook for Counselors and Clients*. (2020, with Robert Haynes). American Counseling Association.
- *Counselor Self-Care*. (2018, with Gerald Corey, Jude T. Austin, and Julius A. Austin II). American Counseling Association.
- *I Never Knew I Had a Choice: Explorations in Personal Growth*, Eleventh Edition. (2018, with Gerald Corey and Marianne Schneider Corey). Cengage Learning.
- *Entrance to College: A Guide to Success*. (2007). Prufrock Press.

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Voices From the Field



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