

Introduction to Psychological Counselling

Self-Respect and Supervision

Session Week 11

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Self-Respect and Supervision in Counselling

- As known, **Counseling** is the act of helping a client to make her or his own decision, by providing unbiased information and asking questions about what the client wants and what the client thinks that he or she can do.
- **Counseling** is a special process. It is a confidential dialogue between a counsellor and a client that helps a client to define his or her feelings and to cope with stress. Usually people need training to be a good counselor.
- **Counseling** is different from education, although education can be an important part of counseling. Counseling is NOT solving the client's problem for him or her or giving advice. In the counseling process, the counsellor avoids taking on the client's problem or telling him or her how to solve the problem or what decision or action to take.

Skills needed for effective interpersonal communication (Counselling)

- Ability to respect – client
- Ability to show empathy and encourage others.
- An understanding of one's own values and willingness to withhold judgment about the other people's values.
- Skills in verbal and nonverbal communication.
- Skills in asking questions and listening.
- Tolerance and patience
- Ability to paraphrase and summarize the concerns of individuals and the community.
- Ability to observe and interpret behavior of other people.
- Ability to use language that other people understand.
- Skills to effectively use support materials.
- Confidence
- Flexibility

Characteristics of effective counseling

- Client-centered
 - Interactive
 - Private and confident
 - Individualized
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- Two Major Themes in all Supervision Models
 1. **Relationship**
 - Your relationship with the supervisee is central to effective supervision
 2. **Process/Development**
 - Different modes/styles/levels/etc. of supervision are necessary throughout the supervisory relationship

Supervision in Counselling

Why Supervision in Counselling?

Common features of Professional Practice:

- Problems are messy , complex with few right or wrong answers
- Knowledge base is broad, complex and multi-faceted
- Context in which practice takes place is often restrictive and significant.
- Professional practice cannot be understood in terms of skills or techniques alone
- Professional knowledge is often difficult to articulate
- Guilt at causing harm
- Self-fulfilling Prophecy

Supervision in Counselling (Definition)

- A distinct intervention that is provided by a senior member of a profession to a junior member or members of that same profession.
- This relationship is evaluative, extends over time, and has the simultaneous purposes of:
 - a) enhancing the professional functioning of the junior members,
 - b) monitoring the quality of professional services offered to the clients he/she/they see(s) and,
 - c) serving as a gatekeeper for those who are to enter the particular profession
- Supervision is a separate skill similar to teaching – but different; similar to counseling – but different; and similar to consulting – but different.

Supervision Theory

- Supervision is more than meeting once a week to discuss whether or not your supervisee is doing it right.
- Supervision is a process that looks different from supervisee to supervisee.
- Supervision is a process that looks different throughout the supervisee's professional development
- Clinical supervision is recognized as a complex exchange between supervisor and supervisee, with supervisory models/theories developed to provide a frame for it.

Models of Supervision

Models Grounded in Psychotherapy Theory	Developmental Models	Social Role Models
Psychodynamic	Integrated Development Model	The Discrimination Model (Bernard)
Person-Centered	The Loganbill, Hardy, and Delworth Model	The Hawkins and Shohet Model
Cognitive Behavioral	The Ronnestad and Skovholt Model	The Holloway Systems Model
Constructivist		

Person-Centered - Models Grounded

- Rogers was the first to report using taped sessions for supervision
- Counseling theory informed his supervision process
- Belief in growth potential
- Emphasis on facilitative conditions
- “No clean way” to differentiate supervision from therapy
- Profound trust that the supervisee has within him/herself the ability and motivation to grow and explore both the therapy situation and the self
- Person-centered supervision relies heavily on the supervisor-supervisee relationship to facilitate effective learning and growth in supervision.

Cognitive Behavioral – Models Grounded

- Counselor performance is more a function of learned skills than a “personality fit”.
- The counselor’s professional role consists of identifiable tasks, each one requiring specific skills.
- Counseling skills are behaviorally definable and are responsive to learning theory, just as are other behaviors.
- Supervision should employ the principles of learning theory within its procedures.

Constructivist (Solution-Focused)

- Solution focused supervision validates the competence and resources of the supervisee, emphasizes the importance of clear incremental goals and identifies pre-existing solutions and exceptions to problems in the supervisee's work ... it focuses more on what the supervisee is doing, rather than on client issues directly.
- General Principles:
 - Rather than being didactic, help the supervisee to draw on his or her own resources, and learn to behave independently
 - Establish a collaborative relationship
 - Focus on supervisee's strengths and successes rather than failures
 - Take advantage of the snowball effect and work toward small changes, rather than only the large ones
 - Work to achieve what is possible
 - Accept that there is no one correct way

Solution-Focused Supervision

- Solution-Focused Supervision is
 - Collaborative
 - Curious
 - Respectful
 - Based on the same premises
 - Client/Supervisee defines goals
 - Rapid change is possible
 - Different views are each as valid
 - Focus on what is possible and changeable

Solution-Focused Supervision

Dialogue Questions in Solution-Focused Supervision

- What aspect of your counseling have you noticed getting better since we last met?
- Tell me about the best thing you did with your client this week.
- As you begin to get better at dealing with this situation, how will you know that you have become good enough at it so you can take it on your own?
- What will you be doing differently?
- When you get to the point at which you won't need to deal with this issue in supervision anymore, how will you know?

Learning Journal

Reflective Journal

- Complete your Learning Journal entry from today's class.

Next – Week 12 Session

- The Feature of Counselling in Ethiopia

References

- Welfel, Elizabeth Reynolds (2010) Ethics in Counselling and Psychotherapy: Standards, Research, and Emerging Issues (Belmont, CA: Brooks/ Cole)