

# Supervision of “SUPER” Counselors: How to Tell the Sizzle from the Steak

Juliet C. Russell, MA, PC  
Nick J. Piazza, PhD, PCC-S  
The University of Toledo

# Who we are

Juliet C. Russell MA, LPC  
Counselor Education Doctoral  
Student  
Department of School Psychology,  
Higher Education, and Counselor  
Education  
College of Social Justice and Human  
Services; University of Toledo

Nick Piazza Ph.D., PCC-S  
Professor of Counselor Education  
Department of School Psychology,  
Higher Education, and Counselor  
Education  
College of Social Justice and Human  
Services; University of Toledo

# Housekeeping

- Please be sure to silence all cell phones, tablets, and laptops.
- Please feel free to ask questions as we go along. We would like this to be interactive as well as informative.
- We will be available after the presentation to answer any additional questions you may have.
- Contact information will be listed at the end of the presentation.

# How do you tell the Sizzle From the Steak?



# Objectives

- Explain and apply developmental theories in the context of supervision of beginning counselors.
- Assist supervisors in identifying counselor trainees who are exhibiting resistance in the training process.
- Provide intervention skills and case examples to assist supervisors to deal with this type of resistance.

# Developmental Theories

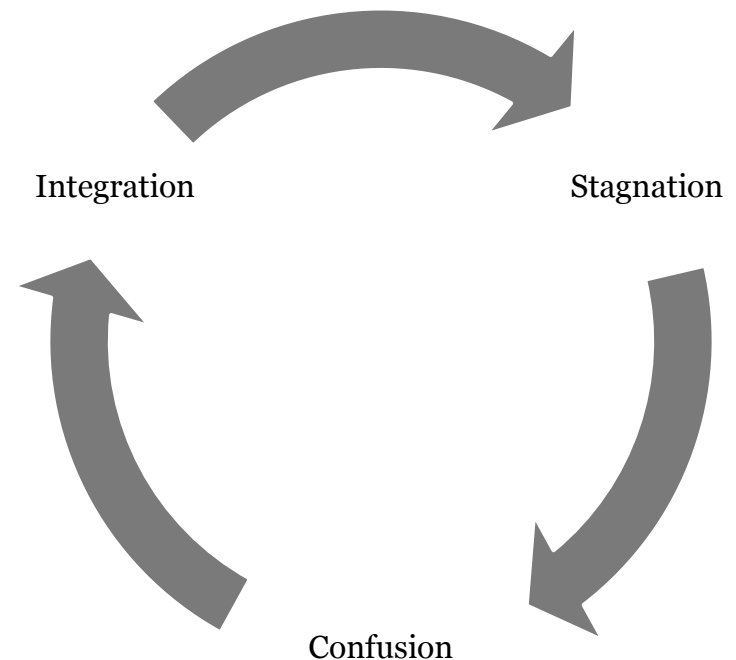
Loganbill, Hardy, & Delworth

Integrated Developmental Model

Systemic Cognitive Developmental

# Loganbill, Hardy, & Delworth

- Beginning of developmental theory
- Based on three concepts
  - Stagnation
  - Confusion
  - Integration
- Supervisees cycle through the three stages for each professional issue
  - Competence
  - Emotional awareness
  - Autonomy
  - Professional identity
  - Respect for individual differences
  - Purpose and direction
  - Personal motivation
  - Professional ethics



# Integrated Developmental Model

Based on Loganbill et al.

- Three basic structures
  - Self-Other Awareness
    - Cognitive
    - Affective
  - Motivation
  - Autonomy
- Four Levels
  - Level 1
  - Level 2
  - Level 3
  - Level 3i
- Domains
  - Intervention Skills
  - Assessment techniques
  - Interpersonal assessment
  - Client conceptualization
  - Individual differences
  - Theoretical orientation
  - Treatment Plans and goals
  - Professional ethics



# Systemic Cognitive Developmental

- Based on Piagetian terms
  - Sensorimotor
  - Concrete
  - Formal
  - Dialectic
- Determines how each person learns and how that plays into the best way to supervise them

# Identification

- How do you tell when a trainee may have less substance (Steak) and more style (Sizzle)?
  - Avoidance of discussion of skills
  - May not want to show/discuss video or audio
  - May feel like they do not need supervision
  - May not tell you everything about case
  - May want to stop regular supervision
  - Resistance



# Sizzle or Steak??

Supervisee is at a practicum site. The setting does not allow for video taping or audio taping of sessions. Supervisee is in their second semester of their master's program. The supervisor has discussed in room supervision however the supervisee will consistently move the session to a time that does not work for the supervisor or "forget" to get the supervisor before the session. Supervisee discusses only the good things in session and seems resistant to feedback as they have "worked with people for a long time". The supervisee does not think that they have a need for supervision as they "know what they are doing, unlike their supervisor who doesn't want to help them". Supervisee has seen a total of 5 clients since beginning practicum.

# Sizzle or Steak

Supervisee is in the fourth semester at their internship site. Supervisor and Supervisee have a good relationship and meet on a regular basis. Site does not video tape or audio tape sessions, but supervisor has sat in on several sessions. Supervisee has discussed working with clients who have more intensive problems. Supervisee has discussed concerns regarding seeing clients facing more difficult problems. Supervisee has had over 1000 hours with clients and has a good grip regarding case conceptualization, but has some difficulty empathizing with the client.

# Sizzle or Steak

Supervisee is a doctoral student. They are in their second semester practicum site. They have had one semester of practicum and two semesters of internship in their masters program totaling 1500 hours of client contact. They consistently disagree with their supervisor. They do not want to have the supervisor in the room with them and they are somewhat combative when the issue is raised. They do discuss both shortcomings and success in supervision, however their attendance in supervision is sporadic. They seem to indicate that supervisor doesn't know what they are doing. Supervisee is getting great reviews from clients and seems to be creating workable treatment plans. Supervisee does not agree with the supervisor method of supervision.

# Future Studies

- Resistance: When is it anxiety and when is it defiance?
- Transference and countertransference in the advanced trainee and the role they play in supervision
- Satisfaction of supervisory experience in the Advanced trainee
- Systemic Cognitive-Developmental Supervision studies to determine effectiveness
- Supervisory training of Clinical Residents: How is this different?

# References

- Bernard, J. M., & Goodyear, R. K. . (2014). *Supervision Models Fundamentals of Clinical Supervision* (5th ed., pp. 35-39). Upper Saddle River, NJ: Pearson.
- Hart, G. M., & Nance, D. (2003). Styles of Counselor Supervision as Perceived by Supervisors and Supervisees. *Counselor Education & Supervision, 43*, 146-158.
- Loganbill, C., Hardy, E., & Delworth, U., (1982), Supervision: A conceptual Model. *The Counseling Psychologist, 10*, 3-42
- Ronnestad, M. H., & Skovholt, T. M. (1993). Supervision of Beginning and Advanced Graduate Students of Counseling and Psychotherapy. *Journal of Counseling & Development, 71*, 396-405.
- Stoltenberg, C. D., & McNeill, D. W. (2010). *IDM Supervision: An Integrative Developmental Model for Supervising Counselors and Therapists* (3<sup>rd</sup> Edition). New York, NY: Routledge



# Contact Information

Juliet C. Russell, MA, LPC  
MS 119  
The University of Toledo  
2801 W. Bancroft St.  
Toledo, OH 43560

419-560-3866  
Juliet.Russell@rockets.utoledo.edu

Nick Piazza, PhD, PCC-S  
MS 119  
The University of Toledo  
2801 W. Bancroft St.  
Toledo, OH 43560

419.530.4721  
Nick.Piazza@utoledo.edu