

Supervision



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Supervision The supervisor's role as teacher In performing the role of a teacher it would be important to guide Michael by providing direct lecture and instruction, which would contain the relevant information on how to deal with specific situations or cases (Nongard). Playing the role of a teacher would mean providing answers in each case and instructing him on the different learning techniques. He would be taught how to apply interventions and also conceptualizing (Pearson, 2004). The supervisor's role as counselor In the role of counselor it is important to assist Michael to recognize his own "blind spot", or to deal with situations where he is instinctively "hooked" by a client's problem (Nongard). Michael would be encouraged to participate in peer counseling. This would help in building self-confidence, self-direction and independence. This will serve to enhance his counseling skills, provide reassurance, self-growth and allow him to approach his counseling sessions in a professional manner. The supervisor's role as consultant As a consultant to Michael, I would encourage him to be independent in thoughts and actions. He would be provided with various options and alternatives rather than answers. He would be encouraged to discuss the problems experienced by clients, and to brainstorm alternatives or interventions for each situation (Pearson, 2004). While I am acting as a process observer and collaborator, Michael would have the ultimate responsibility for the resolution of the problem (Young & Basham, 2010). Supervisory skills for each role The role as a teacher can incorporate the skill of process or intervention. This is to help Michael to focus more on what he learnt rather than contemplating if he did it right (Ward). In this situation, and in my role as supervisor I would be re-iterating with Michael, what counselors do in their sessions, such as requesting information, emphasizing role playing, confronting, reflecting and

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offering support (Pearson, 2004). In playing the role of a Counselor the skill of personalization would be important as the interplay between Michael's personal attributes and his work with clients, and also creating an identity as counselor. This would include separating ones own reaction from the client's reaction. In the case of the client who is experiencing problems in her romantic relationship, the skill of personalization would assist Michael in handling a variety of emotions from clients and within himself, and allowing for his sense of humor to emerge during these interactions (Pearson, 2004). As a consultant, using the skill of conceptualization would be encouraging Michael to look at the big picture, and the ability to explain the reasons for the use of certain theories or what to do next (Nongard). The ability to discern predominant client themes and to come up with therapeutic interventions is important. In resolving the client problem Michael would be assisted in improving his case-conceptualization skills (Moe & Perera-Diltz, 2009), which would effectively help him in finding solutions to problems his clients face (Pearson, 2004). The importance of supervision to counselors and to the counseling profession Supervision to counselors and the counseling profession is very important as it serves as a gatekeeper to those who are permitted to enter the counseling profession (Pearson, 2004). The intent and purposes of supervision is to evaluate and monitor the supervisee's behavior to protect the profession, the professionals and clients (Bernard & Goodyear, 2004). For the counseling student supervision enhances the professional development and functioning of the student counselor. Supervision also serves to monitor the quality of service given to clients. In considering how to prepare for supervision meetings, it plays a crucial role in how to make a difference in maintaining and continuously

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