Learning to be a Supervisor:

iSoS as a Reflexive Transforming Process

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Learning Objectives
1. Review the professional literature.
2. Apply a reflexive transforming process for iSoS.
3. Dialogue between supervisor and supervisee to uncover their transformational experiences.

B. DOCTORAL PROFESSIONAL IDENTITY (CACREP, 2015, p. 39)
Doctoral programs in counselor education address professional roles in five doctoral core areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. These five doctoral core areas represent the foundational knowledge required of doctoral graduates in counselor education.

Review of Pertinent Literature

- Gazzola, de Stafano, Theriault, & Audet (2013) X X
- Halse (2011)
- Johnson, Skinner, & Kaslow (2014) X X X X
- Majcher & Daniluk (2009) X
- Mann & Merced (2018) X
- Nelson, Oliver, & Capps (2006) X X X
- Rapisarda, Desmond, & Nelson (2011) X X X
- Watkins (1990, 1993)
- Young et al. (2011) X

Supervisor Development

What we are learning about supervisor development:
- 2 components: specialized education (i.e., knowledge) & experiential training (i.e., practice)
- Research has demonstrated conceptual changes as thematic dimensions rather than stages
- Gatekeeping, being a gatekeeper; multiple relationships with supervisees
- Transactional ↔ Transformational
- Supervisor behavior facilitates novice supervisor’s development
- Importance of establishing a supervisory relationship: with supervisor, with supervisees
- Level of confidence as a therapist is a strong predictor of supervisory confidence
- Experience as a supervisor contributes significantly to level of supervisor confidence
- Cognitive shift from thinking like a counselor to thinking like a supervisor: What will you do to help the counselor?
- Emotive aspects of becoming a supervisor
- Cumulative, lifelong process
Reflexive Transforming Process (Brott & Szepe): From transactional to transformational

Selected References


