SCHOOL COUNSELORS NEED SUPERVISION TOO:
ADDRESSING THE UNIQUE ASPECTS OF SCHOOL COUNSELOR SUPERVISION

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OVERVIEW

• **OBJECTIVES:**
  - **REVIEW THE NEEDS OF SCHOOL COUNSELORS-IN-TRAINING**
  - **EXPLORE THE PROPOSED MODEL FOR SCHOOL COUNSELING SUPERVISION**
  - **GENERATE IDEAS ABOUT HOW TO IMPLEMENT THE MODEL FOR SCHOOL COUNSELING SUPERVISION**
UNIQUE ASPECTS OF SCHOOL COUNSELOR SUPERVISION

- Professional School Counselor’s Language: Student vs. Client
- Understanding ASCA model and its implementation
- Number of students being served vs. clients in agency setting
- Varying roles of school counselor
- Confidentiality in the school setting
- Federal and state laws (FERPA, etc.) which impact school counseling
A NEW MODEL

ASCA National Model Components

- foundation
- management
- delivery
- accountability

DM Roles
- teacher
- counselor
- consultant

DM Foci
- conceptualization
- personalization
- intervention
- professional issues

ASCA Competencies
- ethics
- knowledge
- skills
- attitudes

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DISCRIMINATION MODEL COMPONENTS

- **3 ROLES**
  - **TEACHER** – WHEN SUPERVISEE NEEDS STRUCTURE (DIRECT FEEDBACK)
  - **COUNSELOR** – TO ENHANCE SUPERVISEE REFLEXIVITY (PROCESS)
  - **CONSULTANT** – CHALLENGE SUPERVISEE TO THINK (EXPLORE)

**NOTE:** MUST CONSIDER SUPERVISEE’S DEVELOPMENTAL LEVEL

Bernard & Goodyear, 2014

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DISCRIMINATION MODEL COMPONENTS

- **Conceptualization** – Understanding of session from theoretical framework, choosing interventions

- **Personalization** – Creating a personal style

- **Intervention** – Skill level, interventions utilized

- **Professional Issues** – Monitoring beyond counseling interactions

**NOTE: Must consider supervisee’s developmental level**
ASCA COMPONENTS

- **ASCA National Model**
  - **Foundation** — goals, mission, vision
  - **Management** — action plans, lesson plans, use of time
  - **Delivery** — direct & indirect services (ex: guidance lessons)
  - **Accountability** — data analysis, program evaluations

ASCA, 2012

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ASCA COMPONENTS

- **ASCA Competencies**
  - **Knowledge** – articulate & demonstrate understanding
  - **Skills** – accomplish measurable objectives
  - **Attitudes** – beliefs
  - **Ethics**

ASCA, 2012
HOW THE MODEL WORKS

1. **Supervisor carefully considers the developmental level of the supervisee, then chooses an appropriate role to operate from.**

2. **Supervisor identifies which area of focus will be utilized.**
HOW THE MODEL WORKS

3. **Supervisor** identifies which area of the ASCA National Model the scenario falls under.

4. **Supervisor** aligns the scenario with appropriate competency area (Knowledge, Skill, or Attitude) is represented by the scenario.
HOW CAN YOU USE THIS?

- Utilizing this integrated model provides direction and understanding for what we do in session. Ultimately leading to identifying best practices when supervising school counselors.

- Teaching Practicum/Internship for School Counselors
  - Supervising while pursuing LPC

- Training Site Supervisors
CASE NOTE EXAMPLE

1. What would be an appropriate role to operate from, using the discrimination model?

2. What is the most appropriate focus?

3. What ASCA National Model Component does this fall under?

4. Is this a Knowledge, Skill, or Attitude?

5. Are there any ethical competencies or multicultural aspects that need to be discussed?
APPLICATION ACTIVITY

• **Pair up!**

• **Discuss the scenario**

• **Work through the case note**
QUESTIONS AND FEEDBACK

• What worked in the model?

• What did not work in the model?

• How could you see yourself using this?

• Other feedback/suggestions
REFERENCES


