

Chapter 1 : Counselor Supervisor Career Information and College Majors

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There are a number of ethical and legal issues that must be considered by supervisors and their supervisees. The topics of direct and vicarious liability, duty to warn, confidentiality, dual relationships, and informed consent will be discussed. See the following links for the ethical standards related to supervision and training. Direct liability would be charged when the actions of a supervisor were themselves the cause of harm to a supervisee or a client for instance, if a supervisor suggested and documented an intervention that was determined to be the cause of harm. The supervisor does not have to actually carry out the intervention, but if the supervisee follows the suggestion of a supervisor and this results in harm – this is direct liability. Vicarious liability is being held liable for the actions of the supervisee when these were not suggested, or even known, by the supervisor. Therefore, if a supervisory relationship exists, the supervisor can potentially be held liable for any negligent acts of the supervisee. Duty to Warn The duty to warn is as relevant for supervisors as counselors working directly with clients. The supervisor has a responsibility to advise the supervisee of conditions under which it is appropriate to warn an intended victim. Confidentiality Supervision allows for third-party discussion of therapy situations. It is important to remember that the type and depth of discussion allowed in supervision, is unethical in other situations. Supervisees must keep confidential all client information except of the purposes of supervision. It is sound practice to keep explicit identifying information confidential for instance, use only first names and reveal few specific demographics. Dual Relationships There are two major categories of dual relationships: Sexual Dual Relationships There are four categories of sexual relationships: Sexual Attraction Sexual attraction is not an uncommon occurrence in supervision relationships. Unfortunately, however, there is little attention to how to openly address and discuss the implications of the attraction – leading to successful resolve of the issue. Because acting on an attraction poses serious ethical dilemmas, addressing the attraction in supervision or through consultation with other professionals is vital. Sexual Harassment Unlike sexual attraction, sexual harassment is a clear abuse of power by the supervisor and is never acceptable. Sexual harassment can leave the supervisee feeling violated, vulnerable and confused. Consensual but Hidden Sexual Relationships Results of studies indicate that the majority of sexual relationships between supervisor and supervisee fall in this category. Intimate Romantic Relationships There is no distinction in the literature between relationships that occur within supervision, and those that begin there. It is understood that intimate relationship may develop when adults work together in the world of therapy. The general consensus about sexual dual relationships is that there is much more potential for harm and negative outcomes, than the potential for good or even acceptable outcomes. The secrecy that typically occurs in the development of dual relationships is an important signal that there is a strong potential for unethical conduct and harm. Nonsexual Dual Relationships There is a general consensus that dual relationships between supervisors and supervisees particularly in counselor education programs are inevitable. Unlike therapy relationships, persons who work together will share other experiences with each other. In counselor education programs, faculty members may be instructors, supervisors, academic advisors, personal confidants, and mentors. The potential for negative outcomes, as a result of dual relationships, centers on the power differential between the two parties. Some authors acknowledge that dual relationships are not tantamount to negative outcomes. Indeed, with appropriate attention to the power differentiation, there can be great flexibility in non-sexual dual relationships. While there is the potential for harm, there are also training and personal benefits. These relationships tend to attract more confusion than harm. Supervisors have a responsibility to openly acknowledge and discuss the management of the multiple relationships that may exist between supervisor and supervisee. Supervisees are encouraged to ask for clarifications regarding any confusion resulting from dual relationships. Informed consent is the best defense against the difficult and confusing issues that arise in supervision. Supervisors have an obligation to determine that clients have been informed by the supervisee regarding the parameters of therapy. Clients must not only be aware of therapeutic

procedures, but also of supervision procedures. The supervisor assures that clients are informed of the parameters of supervision that may affect them. In addition, supervisors have a responsibility to inform supervisees about the supervision process, potential for dual relationships, limits of confidentiality, and the conditions of their success or advancement evaluation criteria and process. Supervisors may use a Professional Disclosure Statement as a to facilitate the informed consent discussion. Ethical Decision Making Ethical dilemmas are inevitable in counseling and supervision. To increase your ability to successfully manage dilemmas, consider the following: Successful management relies on the ability to recognize dilemmas and attend to feelings of confusion, concern, anxiety and fear. Incorporate experiential learning and case analysis into your work 3. Include questions regarding potential legal and ethical issues as part of case discussions 4. Familiarize yourself with ethical and legal codes and cases.

Chapter 2 : Supervising the School Counselor Trainee (May 30, edition) | Open Library

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Attend meetings, educational conferences, and training workshops and serve on committees. Prepare students for later educational experiences by encouraging them to explore learning opportunities and to persevere with challenging tasks. Counsel individuals to help them understand and overcome personal, social, or behavioral problems affecting their educational or vocational situations. Identify cases of domestic abuse or other family problems and encourage students or parents to seek additional assistance from mental health professionals. Maintain accurate and complete student records as required by laws, district policies, and administrative regulations. Provide crisis intervention to students when difficult situations occur at schools. Prepare reports on students and activities as required by administration. Address community groups, faculty, and staff members to explain available counseling services. Teach classes and present self-help or information sessions on subjects related to education and career planning. Collaborate with teachers and administrators in the development, evaluation, and revision of school programs and in the preparation of master schedules for curriculum offerings. Counsel students regarding educational issues, such as course and program selection, class scheduling and registration, school adjustment, truancy, study habits, and career planning. Conduct follow-up interviews with counselees to determine if their needs have been met. Plan and conduct orientation programs and group conferences to promote the adjustment of individuals to new life experiences, such as starting college. Assess needs for assistance, such as rehabilitation, financial aid, or additional vocational training, and refer clients to the appropriate services. Instruct individuals in career development techniques, such as job search and application strategies, resume writing, and interview skills. Plan and promote career and employment-related programs and events, such as career planning presentations, work experience programs, job fairs, and career workshops. Establish and enforce administration policies and rules governing student behavior. Provide special services such as alcohol and drug prevention programs and classes that teach students to handle conflicts without resorting to violence. Establish contacts with employers to create internship and employment opportunities for students. Plan, direct, and participate in recruitment and enrollment activities. Compile and study occupational, educational, and economic information to assist counselees in determining and carrying out vocational and educational objectives. Sponsor extracurricular activities, such as clubs, student organizations, and academic contests. Provide students with information on topics, such as college degree programs and admission requirements, financial aid opportunities, trade and technical schools, and apprenticeship programs. Refer students to degree programs based on interests, aptitudes, or educational assessments. Supervise, train, and direct professional staff and interns. Establish and supervise peer counseling and peer tutoring programs. Provide information for teachers and staff members involved in helping students or graduates identify and pursue employment opportunities. Interview clients to obtain information about employment history, educational background, and career goals, and to identify barriers to employment. Refer qualified counselees to employers or employment services for job placement. Review transcripts to ensure that students meet graduation or college entrance requirements and write letters of recommendation. Provide disabled students with assistive devices, supportive technology, and assistance accessing facilities, such as restrooms.

What work activities are most important? Importance Activities

Assisting and Caring for Others - Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients. Establishing and Maintaining Interpersonal Relationships - Developing constructive and cooperative working relationships with others, and maintaining them over time. Communicating with Supervisors, Peers, or Subordinates - Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person. Making Decisions and Solving Problems - Analyzing information and evaluating results to choose the best solution and solve problems. Getting Information - Observing, receiving, and otherwise obtaining information from all relevant sources. Organizing, Planning, and Prioritizing Work - Developing specific goals and plans to

prioritize, organize, and accomplish your work. Updating and Using Relevant Knowledge - Keeping up-to-date technically and applying new knowledge to your job. Resolving Conflicts and Negotiating with Others - Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others. Thinking Creatively - Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions. Communicating with Persons Outside Organization - Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail. Interacting With Computers - Using computers and computer systems including hardware and software to program, write software, set up functions, enter data, or process information. Coaching and Developing Others - Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills. Provide Consultation and Advice to Others - Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics. Developing Objectives and Strategies - Establishing long-range objectives and specifying the strategies and actions to achieve them. Training and Teaching Others - Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others. Interpreting the Meaning of Information for Others - Translating or explaining what information means and how it can be used. Scheduling Work and Activities - Scheduling events, programs, and activities, as well as the work of others. Performing for or Working Directly with the Public - Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests. Processing Information - Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data. Identifying Objects, Actions, and Events - Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events. Developing and Building Teams - Encouraging and building mutual trust, respect, and cooperation among team members. Evaluating Information to Determine Compliance with Standards - Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards. Analyzing Data or Information - Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts. Performing Administrative Activities - Performing day-to-day administrative tasks such as maintaining information files and processing paperwork. Monitor Processes, Materials, or Surroundings - Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems. Judging the Qualities of Things, Services, or People - Assessing the value, importance, or quality of things or people. Coordinating the Work and Activities of Others - Getting members of a group to work together to accomplish tasks. Guiding, Directing, and Motivating Subordinates - Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.

Chapter 3 : Supervising the School Counselor Trainee Guidelines for Practice, Jeannine R. Studer.)

Supervising the School Counselor Trainee by Jeannine R. Studer, May 30, , American Counseling Association edition, Spiral-bound in English - Spi edition.

Chapter 4 : Counselor Trainee

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

Chapter 5 : ETHICAL AND LEGAL ISSUES IN SUPERVISION - School of Education - Syracuse University

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Chapter 6 : Approved Supervisor Requirements Washington State | Counseling Washington

Practicing professional school counselors often are asked to supervise school counselors-in-training without the benefit of training in supervision or an awareness of the various clinical experiences.

Chapter 7 : Supervising Counselor, School for the Deaf - Jobs at CDE (CA Dept of Education)

Page 1 of 2 4/16/ AM Summative Evaluation of Counselor Trainee by the University Supervisor The University of La Verne School Counseling Program Counselor Trainee Name: _____ Site Supervisor Name: _____.