

Wendy Iglehart, MA, LCPC, LLC
10 Warren Road, Suite 120
Cockeysville, MD 21030
443-824-0222
wiglehart@wendyiglehart.com

Supervisee's Bill of Rights

Introduction

The purpose of the Bill of Rights is to inform Supervisee (S/E) of their rights and responsibilities in the supervisory process.

Nature of the Supervisory Relationship

The supervisory relationship is an experiential learning process that assists the S/E in developing therapeutic skills and competence. A professional counselor supervisor who has received specific training in supervision facilitates professional growth of the S/E through:

- Monitoring patient welfare
- Encouraging compliance with legal, ethical, and professional standards
- Teaching therapeutic skills
- Providing regular feedback and evaluation
- Providing professional experiences and opportunities

Expectations of the Initial Supervisory Session

The S/E has the right to be informed of the Supervisor's (S/R) expectations of the supervisory relationship. The S/R shall clearly state expectations of the supervisory relationship that may include:

- S/E identification of supervision goals for oneself
- S/E preparedness for supervisory meetings
- S/E determination of areas for professional growth and development
- S/E expectations regarding formal and informal evaluations
- S/R's expectations of S/E's need to provide formal and informal self-evaluations
- S/R's expectations of the S/E's regarding the structure and/or the nature of the supervisory sessions
- Weekly review of case notes until S/E demonstrates competency in case conceptualization
- The S/E shall provide input to the S/R regarding the S/E's expectations of the relationship

Expectations of the Supervisory Relationship

A S/R is a professional licensed therapist with appropriate credentials. The S/E can expect the S/R to serve as a mentor and a positive role model who assists the S/E in developing a professional identity. The S/E has the right to work with a S/R who is culturally sensitive and is able to openly discuss the influence of race, ethnicity, gender, sexual orientation, religion, and class on the counseling and the supervision process. The S/R is aware of personal cultural assumption and constructs and is able to assist the S/E in developing additional knowledge and skills in working with patients from diverse cultures.

Since a positive rapport between the S/R and S/E is critical for successful supervision to occur, the relationship is a priority for both the S/R and S/E. In the event that relationship concerns exist, the S/R or S/E will discuss concerns with one another and work towards resolving differences. Therapeutic interventions initiated by the S/R or solicited by the S/E shall be implemented only in the service of helping the S/E increase effectiveness with patients.

The S/R shall inform the S/E of an alternative supervisor who will be available in case of crisis situations or known absences.

Ethics and Issues in the Supervisory Relationship

- 1. Code of Ethics and Standards of Practice:** The S/R will insure the S/E understands the *American Counseling Association Code of Ethics and Standards of Practice* and legal responsibilities. The S/R and S/E will discuss sections applicable to the beginning counselor.
- 2. Dual Relationships:** Since the power differential exists in the supervisory relationship, the S/R shall not utilize this differential to their gain. Since dual relationships may affect the objectivity of the S/R, the S/E shall not be asked to engage in social interaction that would compromise the professional nature of the supervisory relationship.
- 3. Due Process:** During the initial meeting, S/R provide the S/E information regarding expectations, goals, and roles of the supervisory process. The S/E has the right to regular verbal feedback and periodic formal written feedback signed by both individuals.
- 4. Evaluation:** During the initial supervisory session, the S/R provides the S/E a copy of the evaluation instrument used to assess the counselor's progress.
- 5. Informed Consent:** The S/E informs the patient he or she is in training, is being supervised, and receives written permission from the patient to audiotape or videotape.
- 6. Confidentiality:** The counseling relationship, assessments, records, and correspondences remain confidential. Failure to keep information confidential is a violation of the ethical code and the counselor is subject to malpractice suit. The patient must sign a written consent prior to counselor's consultation.

7. *Vicarious Liability*: The S/R is ultimately liable for the welfare of the S/E's patients. The S/E is expected to discuss with the S/R the counseling process and individual concerns of each patient.

8. *Isolation*: The S/R consults with peers regarding supervisory concerns and issues.

9. *Termination of Supervision*: The S/R discusses termination of the supervisory relationship and helps the S/E identify areas for continued growth and explore professional goals.

Expectations of Supervisory Process

The S/E shall be encouraged to determine a theoretical orientation that can be used for conceptualizing and guiding work with patients.

The S/E has the right to work with a S/R who is responsive to the S/E's theoretical orientation, learning style, and developmental needs.

Since it is probable that the S/R's theory of counseling will influence the supervision process, the S/E needs to be informed of the S/R's counseling theory and how the S/R's theoretical orientation may influence the supervision process.

Expectations of the Supervisory Sessions

The weekly supervisory session shall include a review of all cases, audiotapes, videotapes, and may include live supervision.

The S/E is expected to meet with the S/R face-to-face in a professional environment that ensures confidentiality.

Expectations of the Supervisory Evaluation Process

During the initial meeting, the S/E shall be provided with a copy of the formal tool(s) that will be used by the S/R.

The S/E shall receive verbal feedback and/or informal evaluation during each supervisory session. The S/E shall receive written feedback or written evaluation on a regular basis during beginning phases of counselor development. Written feedback may be requested by the S/E during intermediate and advanced phases of counselor development.

The S/E should be recommended for remedial assistance in a timely manner if the S/R becomes aware of personal or professional limitation that may impede future professional performance.

Beginning counselors receive written and verbal summative evaluation during the last supervisory meeting. Intermediate and advanced counselors may receive a recommendation for licensure and/or certification.