



The purpose of the Bill of Rights is to inform you of your rights and responsibilities as a supervisee within the supervisory process and relationship.

NATURE OF THE SUPERVISORY RELATIONSHIP

The supervisory relationship is an experiential learning process that will assist you in developing therapeutic and professional competence. As your professional counselor supervisor who has received specific training in supervision, I will facilitate your professional growth through:

- Monitoring of client 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

You as the supervisee have the right to be informed about your supervisor's expectations of the supervisory relationship. You will also have the opportunity to provide me with input regarding

your expectations of the relationship. The expectations within our supervisory relationship will include (but not be limited to) the following:

- Supervisee identification of supervision goals,
- Supervisee preparedness for supervisory meetings,
- Supervisee determination of areas for professional growth and development,
- Understanding the supervisor's expectations regarding formal and informal evaluations
- Understanding the supervisor's expectations of the supervisee's need to provide formal and informal self-evaluations
- Understanding the supervisor's expectations regarding the structure and/or the nature of the supervisory sessions
- Weekly review of case notes until supervisee demonstrates competency in case conceptualization

EXPECTATIONS OF THE SUPERVISORY RELATIONSHIP

1. A supervisor is a professional counselor with both licensed and supervisory credentials. As your supervisor, you can expect me to remain current with all required supervisory credentials. As the supervisee, you can expect me to serve as a teacher/coach/consultant who assists you in developing a professional identity.
2. As a supervisee, you have the right to work with a supervisor who is culturally sensitive and is able to openly discuss the influence of race, ethnicity, gender, sexual orientation, religion, socioeconomic status, age, disability, nationality, and indigenous heritage on the counseling and the supervision process. As your supervisor, in foster a secure working relationship between us, I will remain continually aware of personal and/or cultural assumptions and constructs. The goal is to effectively assist you in developing additional knowledge and skills for working with clients from diverse cultures.
3. Since a positive rapport between supervisor and supervisee is critical for successful supervision to occur, our relationship will be a priority for me. My expectation and requirement is that it will be a priority for you as well. In the event that relationship concerns exist, it is the expectation that the supervisor and supervisee will honestly discuss these concerns with one another and work toward resolving differences.

4. Therapeutic interventions suggested by me as your supervisor, or solicited by you as the supervisee, shall be implemented only in the service of helping you increase your effectiveness with clients. A proper referral for counseling (for the supervisee) shall be made if appropriate.
5. As your supervisor I will inform you of an alternative supervisor who will be available in case of crisis situations or planned absences.

ETHICS AND ISSUES IN THE SUPERVISORY RELATIONSHIP

1. **Code of Ethics and Standards of Practice:** The supervisor will ensure the supervisee understands the *American Counseling Association 2014 Code of Ethics*, standards of practice and legal responsibilities. Sections applicable to the beginning counselor (as well as the experienced counselor) will be reviewed.
2. **Dual Relationships:** Since a power differential exists in the supervisory relationship, the supervisor shall not utilize this differential to his/her gain. Since dual relationship may affect the objectivity of the supervisor, I will never ask you to engage in social interaction that would compromise the professional nature of our supervisory relationship.
3. **Due Process & Evaluation:** During the initial meeting, supervisors will provide the supervisee information regarding expectations, goals and roles of the supervisory process. As the supervisee you have the right to regular verbal feedback and periodic formal written feedback signed by both of us. During the initial supervisory session, I will provide you with copies of all evaluation instruments that will be used to assess your clinical progress.
4. **Informed Consent:** As the supervisee, you must inform the client that you are in training and are being supervised, and you must receive written permission from the client to audiotape or videotape.
5. **Confidentiality:** The counseling relationship, assessments, records, and correspondences will remain confidential. Supervisee failure to keep information confidential is a violation of the ethical code and places the supervisee at risk for a malpractice suit. All clients must sign a written consent prior to discussing said client in supervision.
6. **Vicarious Liability:** As your supervisor I am ultimately liable for the welfare of the supervisee's clients. You are expected to discuss the counseling process and individual concerns of all clients during our supervision sessions.

7. **Isolation:** In order to keep my own supervision skills sharp, I will consult with peers regarding supervisory concerns and issues.
8. **Termination of Supervision:** At the end of our supervisor relationship we will discuss termination. I will help you identify areas for continued growth and explore future professional goals.

EXPECTATIONS OF THE SUPERVISORY PROCESS

As the supervisee, you will be encouraged to determine/clarify a theoretical orientation that can be used for conceptualizing and guiding your work with clients. As the supervisee you have the right to work with a supervisor who is responsive to the supervisee's theoretical orientation, learning style, and developmental needs. Since it is probable that the supervisor's theory of counseling will influence the supervision process, the supervisee needs to be informed of the supervisor's counseling theory and how the supervisor'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, and videotapes and may include live supervision. The supervisee is expected to meet with the supervisor in a combination of professional face-to-face and video conference environments that ensure confidentiality.

EXPECTATIONS OF THE EVALUATION PROCESS

During the initial meeting, you will be provided with a copy of the formal evaluation tool(s) that will be used during our supervision process. You will receive verbal feedback and/or informal evaluation during each supervisory session. You will receive written feedback or written evaluations on a regular basis during the beginning phases of your counselor development. You may request written feedback during intermediate and advanced phases of your counselor

development. If assessed as needed, I will recommend remedial assistance in a timely manner if I become aware of personal or professional limitations that may impede future professional performance. Beginning counselors will also receive written and verbal summative evaluation during the last supervisory meeting. Intermediate and advanced counselors may receive a recommendation for licensure and/or certification.

Sonja Sutherland, PhD, LPC, BC-TMH, ACS

Date

Supervisee's Printed Name

Date

Supervisee's Signature

REFERENCES

- American Association for Counselor Education & Supervision Task Force. (2011). *Best practices in clinical supervision*. American Counseling Association: Alexandria, VA.
- American Association for Counselor Education & Supervision. (1995). Ethical guidelines for counseling supervisors. *Counselor Education & Supervision*, 34, 270-276.
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- Bernard, J. M., & Goodyear, R. K. (2009). *Fundamentals of clinical supervision*. (4th ed.). Boston: Allyn and Bacon.
- Borders, L. D., & Leddick, G. R. (1987). *Handbook of counseling supervision*. Alexandria, VA: Association for Counselor Education and Supervision.
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