

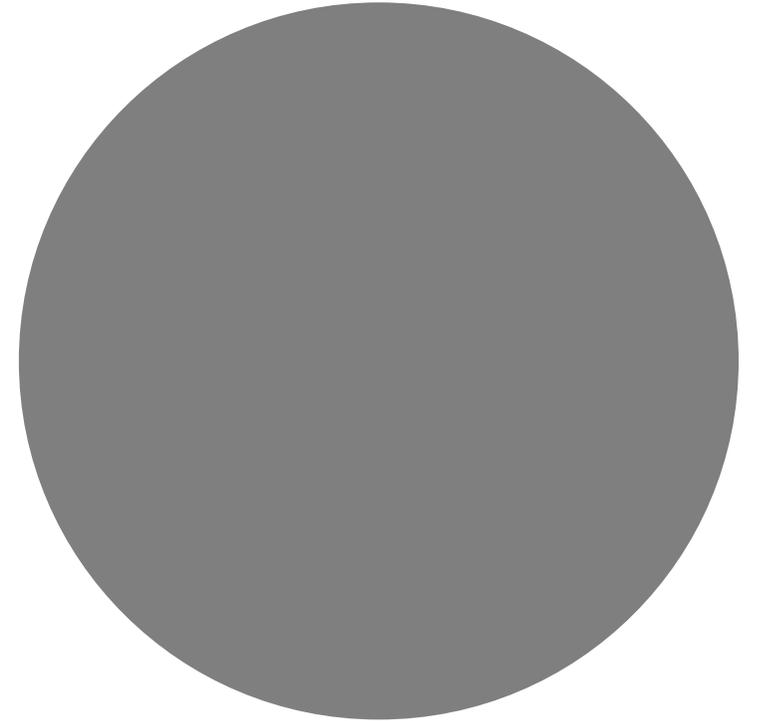
# St. Edward's University Site Supervisors Training

Spring 2020

# Supervision Defined

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**A supportive, experiential learning process used to help supervisees develop their clinical skills and professional competencies while supporting client care. The goal of the supervisor is to support and guide supervisees throughout their learning process and to serve as gatekeepers of the profession (Bernard & Goodyear, 2013).**



Interventions to Promote Counselor  
Development

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# Creative Supervision

## Case of Wendy

Wendy, a student in the counseling program, was feeling heightened anxiety and stress. She shared with her individual supervisor feelings of inadequacy and a lack of confidence in her skill development. She expressed that she constantly compared herself to her classmates in the program. Wendy shared her fear of being seen as inadequate, failing the program, and not being able to work effectively with clients. She was having a difficult time quieting her mind and was distracted during sessions with her clients.

# Clinical Supervision Goals



Skill Development



Promotes professional  
growth among counselors  
in training (CITs)

Self exploration  
Self awareness



Ethical Practice

Ensure client welfare



Overall Professional Functioning

# Integrating Creativity in Clinical Supervision

- Promotes vulnerability (Bradley et al., 2018)
- Using creativity in supervision can facilitate the development and growth of effective and reflective counselors (Newsome et al., 2005)
- Using creative approaches in counseling supervision can act as a catalyst to encouraging counselors-in-training to use creative approaches in their work with clients (Carson & Becker, 2004).
- The use of expressive arts in supervision fosters CITs to connect on deeper levels, tap into self expression and creativity, and overall promote development of counseling skills that will aid clients.

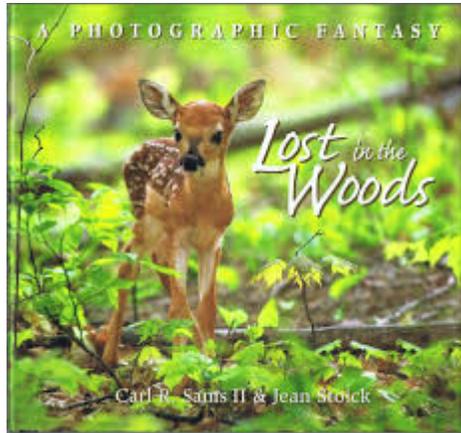


# Bibliotherapy

- Bibliotherapy in supervision is a process guided by the supervisor using characters from a book to support counselor development and awareness
- The three-step process of using bibliosupervision (Graham & Pehrsson, 2008, 2009; Shrodes, 1949) includes:
  - **Identification:** Supervisees connect with characters and themes in the literature linked to counselor development.
  - **Catharsis:** Supervisees are able to process and understand emotions, thoughts, feelings, and behaviors as they relate to counselor development by their connection to the literature. Supervisees are able to verbally process their growth experiences in a supervisory setting that is safe and nurturing through the use of this technique.
  - **Insight:** Following catharsis, the supervisor and supervisee have constructive dialogue that aids the supervisee in self-awareness

# Bibliotherapy

- Lost in the Woods by Sams and Stoick (2004)
- Scaredy Squirrel by Melanie Watt (2006)





# Apprehensions in a Jar

(adapted from Bradley et al, 2018)

# Apprehensions in a Jar

- Discuss importance of vulnerability in supervision as a catalyst for growth
- After a couple of group supervision meetings the supervisor provides supervisees with paper, pens/pencils/markers, and a Mason jar
- Ask each supervisee to write down three experiences or incidences in their clinical work when they felt embarrassed, experienced self-doubt, or were unsure how to respond in a situation. Each of these experiences is written on a separate piece of paper and then placed in the Mason jar.
- Read aloud the experiences and allow time for processing





# Apprehensions in a Jar

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- During processing the supervisor can link similarities to facilitate connections within the group
- Suggested Questions for Processing (Bradley, 2018)
  - What is it like for you to be vulnerable and to discuss your fears and concerns?
  - What was it like for you to learn that others share similar experiences?
  - What do you perceive to be the benefits of this activity? Risks?
  - What connections would you draw between your experiences here, where you are allowing yourself to be vulnerable, with that of your clients' experiences of being vulnerable in the counseling relationship?
  - How did power and culture influence your ability to be vulnerable? How would you address the constructs of power and culture and their influence on vulnerability in your work with clients?

# Creative Journaling in Supervision

- Encourage supervisees to maintain a journal during supervision
- Use various prompts for each supervision session that will allow supervisee to reflect on their experiences between supervision sessions
- Visual case processing model (case conceptualization)
- Use of metaphors to describe their week
- Just write



# Processing Wheel



## Goal

To help supervisees grow and increase self awareness



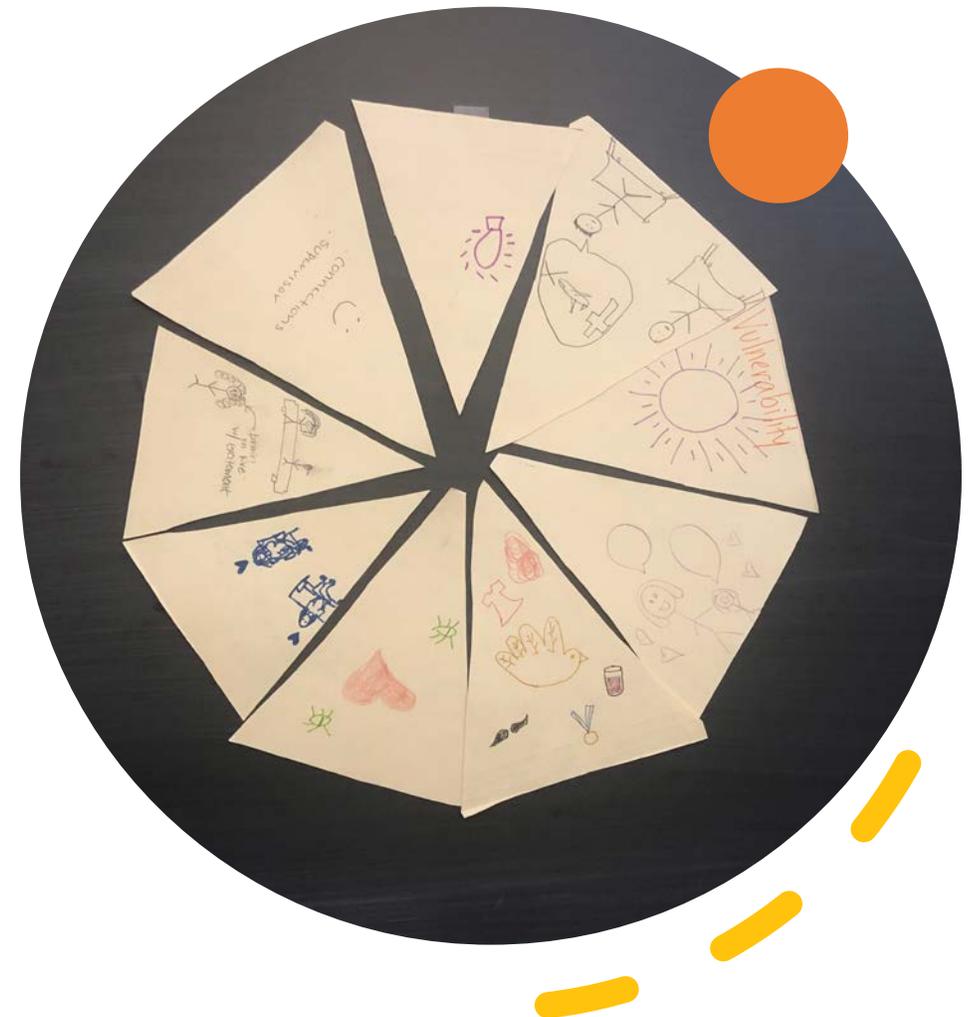
## Preparation

Assess supervisees comfort with creativity and art making  
Provide explanation of using art based supervision activities



## Materials

Cardtsock, construction paper, markers, pastels, crayons



# Processing Wheel

The week before assign homework asking supervisees to think about a time in their clinical work that has been significant for them. (it may be helpful to have them write a short paragraph)

Provide each supervisee a pie shaped piece of paper and markers, pastels, or crayons

Instruct supervisees to “Consider the situation you prepared for supervision today, take some time to reflect on it and create a visual response on your pie piece.”

- Allow for about 25mins

Develop processing questions for the group

# Processing Wheel

Have supervisees share their work

How did it feel to make this art?

- Focus on the process as opposed to judgments about theirs or others art

Display pie pieces to make a “pie”

To foster discovery and universality consider asking the following questions:

- What themes do you notice?
- What comes to mind when you see the pie pieces together?

# References

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