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<th><strong>Popular Supervision Models and Applications in Career Counseling</strong></th>
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| **Developmental** | **IDM** | Stoltenberg (1990s) | • Supervisees progress through three developmental levels (Level 1 – focus on self, Level 2 – focus on client, Level 3 – global focus with 3i being “integrated”) within three structures: self-other awareness, motivation, dependency vs. autonomy  
• 8 domains: intervention skills, conceptualization skills, interpersonal assessment, individual differences, theoretical orientation, assessment approaches/techniques, treatment goals, ethics  
• Goal of supervision is to develop counselor identity  
• Supervisee development varies from individual to individual | • Supervisor assesses a beginning counselor-in-training as Level 1 and provides structured sessions to help manage supervisee’s anxiety  
• Supervisor encourages a Level 2 supervisee to conceptualize client out loud prior to hearing supervisor’s thoughts  
• Supervisor challenges Level 3 supervisee to explore a different application of a technique in a counseling relationship that feels stuck and provides resources for further learning about alternative approaches |
| **Interpersonal** | **Discrimination Model** | Bernard & Goodyear (1980s) | • Supervision should relate directly to the act of counseling  
• Supervisors take on 3 roles: teacher, counselor, consultant  
• Supervisees should develop skills in intervention, conceptualization, and personalization | • Flexible movement through all three supervisor roles to address any skill area related to the counselor’s performance of career counseling techniques, interventions, assessments, and incorporating counseling/career theory into practice. |
| **Systems Approach** | **Holloway (1990s)** | • 7 interacting factors: tasks, functions, supervisor, supervisee, client, institution, and supervisory relationship (which is the central factor)  
• Three major elements to supervisory relationship: contract, interpersonal structure, relationship phases (beginning, advanced, termination) | • Strong attention to defining and redefining the supervisory relationship in a collaborative environment  
• Supervisor uses functions such as modeling, advising, feedback, etc. to facilitate supervisee tasks (professional skills in career counseling, such as assessment interpretations and case conceptualization)  
• Incorporation of conversation surrounding contextual topics (institutional expectations, culture, learning style, etc.) |
| **Critical Events-Based** | **Ladany, Friedlander, & Nelson (2000s)** | • Pantheoretical; Interpersonal focus  
• Emphasizes education and development of supervisee (not just case mgt)  
• Supervision occurs in “episodes” with definitive beginnings, middles, and endings  
• Supervision focuses on the critical events of supervision– such as role awareness, transference/countertransference, addressing problematic attitudes, addressing skill deficits, etc.  
• Supervisory relationship is a “figure vs. ground” relationship  
• Three phases: Marker, Task Environment, Resolution | • Supervisor draws attention to what is happening in the moment with supervisee as it relates to the quality or challenges in the supervisory relationship (figure)  
• Supervisee asks directly for help building knowledge about dual career couples (marker) which signals supervisor to provide articles for later discussion on this topic  
• Supervisor engages in working through by normalizing a supervisee’s feelings of inadequacy when working with a client that is older than they and attending to parallel process where supervisor has had inadequate feelings due to supervisee being older than they. |
| **Psychotherapy-based Models** | **CBT, Existential, Psychodynamic, Person-Centered, etc.** | Various | • Use counseling/psychotherapy tenets to inform supervisory practice | • CBT – Goal setting and behavior plans  
• Existential – Immediacy; meaning-making  
• Psychodynamic – Exploration of transference w/ct  
• Person-Centered – Supportive video processing |

Adapted from information included in Ladany, N. and Bradley, L (2010) Counselor Supervision, 4th Ed. Routledge, New York
Supervision Theory References


Creativity Resources

Creative Supervision


General Creativity Resources


Teaching Creativity


Professional Association Resources

American Counseling Association (ACA) - Association for Creativity in Counseling Activities Clearinghouse - http://www.counseling.org/knowledge-center/clearinghouses/activities-clearinghouse

The Association for Creativity in Counseling – a division of ACA - http://www.creativecounselor.org/About_ACC.html

Creative Ideas

a) Walking Meetings
b) Be Intentional – Set a Focus with Supervisees
c) Theoretical Case Conceptualizations

NOTES: