Discrimination Model of Supervision

Three areas of focus

a. **Process Skills:** how supervisee goes about conducting counseling sessions (i.e., what is it that supervisee actually does during sessions?)

b. **Conceptualization Skills:** Supervisee’s level of understanding regarding client, self, and counseling process (i.e., identifying patterns, coming up with theories/hypotheses for client’s problem)

c. **Personalization Skills:** How supervisee affects counseling process by virtue of personal characteristics (e.g., personality traits, intra- and interpersonal dynamics)

Three supervisor roles

d. **Teacher Role:** Instructor role, provide guidance to help supervisee develop counseling skills.

e. **Counselor Role:** Help supervisee identify how personal issues affect counseling process and develop strategies to limit potentially negative impact on clients.

f. **Consultant Role:** Peer-like interaction; bouncing ideas off one another; incorporating new ideas/approaches into repertoire.

Supervisor Rules of Thumb:
- Adapt role and focus depending on what issues supervisee presents in supervision.
- Tailor role based on supervisee needs
- Roles and foci change within and between supervision sessions.