Developmental Discriminant Approach for School Counselling Clinical Supervision in an Asian Setting

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Workshop Presentation

• Introduction
• Integrated Developmental Model (Stoltenberg and Delworth, 1987)
• Discriminant Model (Bernard & Goodyear, 1992)
• Developmental Discriminant Approach
Workshop Presentation

• Rationale of this approach in an Asian or Singapore Setting
• Use in evaluation
• Use in mapping a developmental plan
• Use in monitoring supervision session
Basic Foundations for the Developmental Discriminant Approach
Two Models

• Integrated Developmental Model (Stoltenberg & Delworth, 1987)

• Discriminant Model (Bernard & Goodyear, 1992)
Integrated Developmental Model

• Goal – increased autonomy, motivation and higher level of motivation

• Eight domains of focus for supervision
  – Treatment goals and plans, professional ethics, assessment techniques, interpersonal assessment, client conceptualisation, individual differences and theoretical orientation
Integrated Developmental Model

• 4 levels of supervision
  • Level I – High dependence on supervisor but highly motivated
  • Level II – struggle between dependency and autonomy
  • Level III – increased confidence and ability
  • Level III integrated/Level IV – professional solid identity
Integrated Developmental Model

• Need for variation in the supervision styles;
• How to vary is very much based on the experience of the supervisor and the needs of the supervisee.
• Limitation: No clarity of roles at each stage (Mere Mention)
Discriminant Model
(Bernard and Goodyear 1992)

• 3 Foci of supervision
  – Conceptualisation skills
  – Process skills
  – Personalisation skills
  – Professional behaviour

• Roles of supervisor
  – Counsellor, Teacher and Consultant
Discriminant Model
(Bernard and Goodyear 1992)

• Limitation: Framework for engagement does not take into account the developmental aspect of the supervisee
Developmental Discriminant Approach
Developmental Discriminant

• An attempt to reconcile the two models of two counselling supervision model
• Basic assumptions
  – Supervisees go through the developmental phases as advocated by Stoltenberg and Delworth (1987)
  – Goals should be to increase awareness, motivation and autonomy
  – Roles of the supervisor should be as clear as possible
## Developmental Discriminant Approach

<table>
<thead>
<tr>
<th>Levels of Supervision</th>
<th>Domains of Supervision</th>
<th>Role of Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td>• High in motivation</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>• Insecure about counselling skills</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>• High dependence on their supervisor</td>
<td>Low</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>• Trial and tribulation stage</td>
<td>High Counselor</td>
</tr>
<tr>
<td></td>
<td>• Struggle between dependency and autonomy</td>
<td>Consultant</td>
</tr>
<tr>
<td></td>
<td>• Developing insights into counselling</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td>• Fluctuating motivation</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>• Vacillate between confident and overwhelmed</td>
<td>Low</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td>• Increased confidence and ability</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>• Established counsellor identity</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>• Consistent motivation</td>
<td>High</td>
</tr>
<tr>
<td><strong>Level 4 / Level 3 integrated</strong></td>
<td>• Master counsellors who require collegial consultation with peers</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>• Solid professional identity</td>
<td>High</td>
</tr>
<tr>
<td><strong>Goals of Supervision</strong></td>
<td>Motivation, self and other people awareness and autonomy</td>
<td></td>
</tr>
</tbody>
</table>
Developmental Discriminant Approach

<table>
<thead>
<tr>
<th>Level</th>
<th>Role of Supervisor</th>
<th>Modes of intervention</th>
<th>Degree of intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>High</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Level 2</td>
<td>Teacher</td>
<td>Counsellor</td>
<td>Consultant</td>
</tr>
<tr>
<td>Level 3</td>
<td>Low</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Level 4/Level 3 integrated</td>
<td>Low</td>
<td>Low</td>
<td>High</td>
</tr>
</tbody>
</table>

- Direct intervention on clients
- Oral/Visual Presentation
- Live observation
- Skills Assessment
- Skills intervention
- Role play
- Ethics Training
- Mirroring
- Reflection Exercise
- Sharing
Why important for School Counselling in an Asian Context?
Rationale

- Early stages of school counselling development
- Provides a developmental framework
  - Evaluation
  - Developmental plan
- High on structure – less uncertainty
- Clarity of objectives for each session
- Clarity of roles as to what the supervisor should do for the sessions
Use of Developmental Discriminant Approach in School Counselling Supervision
Evaluation

• Evaluation defined
  – Series of measurement that allows one to make an assessment of whether the individual is able to function autonomously (Harris 1994)

• Summative and Formative Evaluation

• Formation – dealt with under monitoring which will be discussed later
Summative Evaluation

“The moment of truth when the supervisor steps back, takes stock, and decides how the trainee (supervisee) measures up” (Bernard and Goodyear p. 105).
Evaluation Procedures

• May involve some form of assessment before the discussion of the supervision agreement

• Two things to focus on:
  – Domain of supervision
  – Level the supervisee is at
Evaluation Procedures

• Supervision Agreement
  – Agree on the domain of supervision
  – Decide which level the supervisee wants to move to
  – Decide on the criteria for evaluation and how to evaluate
    • Quantitative (Checklist)
    • Qualitative (Observations, interviews, etc…)
  – What role should the supervisor play?
Rationale for Developmental Plan

• Systematic process – provides certainty for supervision
• Greater planning for supervision leads to better effectiveness
• Accountability to Principal
Sample Developmental Plan

<table>
<thead>
<tr>
<th>Session No</th>
<th>Domain of supervision</th>
<th>Objectives of Session</th>
<th>Mode of Supervision</th>
<th>Role of supervisor</th>
<th>Date</th>
<th>Duration</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Treatment Goals and Plans</td>
<td>View video tape to identify why the goals were not achieved or what is the limitation of the treatment plan?</td>
<td>Individual</td>
<td>Consultant</td>
<td></td>
<td>1 hour</td>
<td>Counselling Room</td>
</tr>
<tr>
<td>2</td>
<td>Treatment Goals and Plans</td>
<td>Work on supervisee issues that may prevent the treatment goals from working</td>
<td>Individual</td>
<td>Counsellor/ Teacher</td>
<td></td>
<td>1 hour</td>
<td>Counselling Room</td>
</tr>
<tr>
<td>3</td>
<td>Treatment Goals and Plans</td>
<td>Work on supervisee issues that may prevent the treatment goals from working</td>
<td>Individual</td>
<td>Counsellor/ Teacher</td>
<td></td>
<td>1 hour</td>
<td>Counselling Room</td>
</tr>
<tr>
<td>4</td>
<td>Treatment Goals and Plans</td>
<td>Work on systemic issues that may constraint the treatment from being carried out effectively</td>
<td>Individual</td>
<td>Counsellor/ Teacher</td>
<td></td>
<td>1 hour</td>
<td>Conference Room</td>
</tr>
<tr>
<td>5</td>
<td>Treatment Goals and Plans</td>
<td>Explore treatment plan and goal options</td>
<td>Individual</td>
<td>Teacher/ Consultant</td>
<td></td>
<td>1 hour</td>
<td>Counselling Room</td>
</tr>
<tr>
<td>6</td>
<td>Treatment Goals and Plans</td>
<td>Evaluate the treatment plan and goal options adopted</td>
<td>Individual</td>
<td>Teacher/ Consultant</td>
<td></td>
<td>1 hour</td>
<td>Counselling Room</td>
</tr>
<tr>
<td>7</td>
<td>Treatment Goals and Plans</td>
<td>Evaluate progress of supervisee</td>
<td>Individual</td>
<td>Counsellor/ Consultant</td>
<td></td>
<td>1 hour</td>
<td>Counselling Room</td>
</tr>
</tbody>
</table>
A final word.....

Monitoring
Why monitoring?

• Means of Formative evaluation
  – Check progress of counsellee
• Allow for modification of the developmental plan
• Personal Accountability to the supervisee
• Legal considerations
Means of monitoring

• Checklist
• Scale questions
• Observations
• Clients’ feedback
Principles for monitoring

• Holistic
• Agreed upon criterion
• Must mirror the developmental plan
• Encourage reflection
Structured Reflection

- Structured reflection is a systematic process which has prompts or questions that would think more deeply about an issue. With structured reflection, one is therefore able to check whether any progress has been made in the process of supervision.
Sample Structured Reflection

Session No: __________________________________________

Objectives: ___________________________________________

| What have I learnt about myself? This could be area of strength or weaknesses |
| What can I do to develop myself? |
| How have I grown since the last session? |
| What support do I need to continue developing myself |

Name of supervisee: _______________________________________________

Date: ______________________________
References


Thank You
Contact Information

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