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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

		Domains of Supervision	Role of supervisor		
L e v e l s o f S u p e r v i s i o n	Level 1	<ul style="list-style-type: none"> •High in motivation •Insecure about counselling skills •High dependence on their supervisor 	H i g h	H i g h	L o w
	Level 2	<ul style="list-style-type: none"> •Trial and tribulation stage •Struggle between dependency and autonomy •Developing insights into counselling •Fluctuating motivation •Vacillate between confident and overwhelmed 	↑	↑	↑
	Level 3	<ul style="list-style-type: none"> •Increased confidence and ability •Established counsellor identity •Consistent motivation 	T e a c h e r	C o u n s e l l o r	C o n s u l t a n t
	Level 4 / Level 3 integrated	<ul style="list-style-type: none"> •Master counsellors who require collegial consultation with peers •Solid professional identity 	↓ L o w	↓ L o w	↓ H i g h
	Goals of Supervision	Motivation, self and other people awareness and autonomy			

Developmental Discriminant Approach

	Role of Supervisor			Modes of intervention	Degree of intervention	
Level 1	High	Low	Low	Direct intervention on clients Oral/Visual Presentation Live observation Skills Assessment Skills intervention Role play Ethics Training Mirroring Reflection Exercise Sharing	Low	
Level 2	↑	↑	↑		Teacher Counsellor Consultant	↑
Level 3	↓	↓	↓			
Level 4/Level 3 integrated	Low	Low	High		High	



An aerial photograph of a school campus. In the center, there is a large, multi-story building with a light-colored facade and a blue roof. In front of the building is a large, green sports field, possibly a baseball field, with a dirt infield and a grass outfield. The field is surrounded by a fence. In the background, there are more buildings and a dense forest of trees. The overall scene is a well-maintained school campus.

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

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



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

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Thank You



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