

Counseling Supervision Contract

Provided by Jen Ackerson, MA, LPC, ATR-BC, ACS, ATCS

This contract serves as verification and a description of the counseling supervision provided by Jen Ackerson, MA, LPC, ATR-BC, ACS, ATCS ("Supervisor"), to _____ ("Supervisee"). Supervisee is aware that changes may be made to any section with the consent of the Supervisor prior to signature.

I. PURPOSE, GOALS, AND OBJECTIVES:

- Monitor and ensure the welfare of clients seen by Supervisee
- Promote the development of the Supervisee's counselor identity and clinical competency
- Ensure ethical conduct in accordance with ACA Code of Ethics (2014), and the ATCB Code of Ethics (2021)
- Foster self-efficacy and autonomy in clinical skills
- Promote creative approaches to counseling and client care
- Fulfill licensure and board-certification requirements for Supervisee's LPC and ATR-BC
- _____(other)

II. CONTEXT OF SERVICES:

- The supervisor will provide sixty minutes of individual supervision weekly
- Individual supervision will be conducted weekly on _____ [day of week], from _____ to _____ [exact time], at JADE Wellness Center. In the event of a change in availability, please contact the supervisor immediately to reschedule.
- Group supervision, while not required, is encouraged of all supervisees. Group supervision occurs bi-weekly (on the even weeks of every month) on Tuesdays from 8am-10am.
- Verbal and art-based interventions will be implemented in supervision sessions.
- Regular review of counseling recordings or invitations for live session observation is expected as a form of direct supervision.
- _____(other)

III. METHOD OF EVALUATION:

- Informal feedback on the supervisee's strengths and growth edges will be provided by the Supervisor during each session,
- A formal evaluation will occur twice yearly and at the request of the supervisee. Formal evaluations will include collaborative assessment of skills based on The Counselor Self-Efficacy Scale (CSES), and the Counselor Competencies Scale – Revised (CCS-R) which focuses on core counseling skills, conceptualization skills,

professionalism, and personal management. Both of these can be found in the appendix of this document.

- Feedback will focus on the Supervisee's demonstrated and observed counseling skills, clinical documentation, and preparedness for weekly supervision sessions.
- Supervisee will evaluate Supervisor on the same schedule, utilizing Supervisor Evaluation Form (see appendix).
- Supervision documentation and notes will be shared with Supervisee following each supervision session and will require a second signature from the supervisee.
- _____(other)

IV. DUTIES AND RESPONSIBILITIES OF SUPERVISOR AND SUPERVISEE:

As Supervisor, my commitment to you includes:

- Attending supervision meetings prepared with materials and readings;
- Being fully present;
- To raise and address concerns regarding performance;
- To observe your direct practice and provide support and direction;
- To collaboratively assess your strengths and areas for continued professional development;
- To model and ensure ethical standards are upheld;
- To review your counseling approach and ensure it is consistent with collaborative treatment goals and a client-centered orientation;
- To support you in identifying professional development goals and strengthening your counselor identity;
- To support continued growth towards autonomy and self-efficacy by way of building self-awareness;
- To be accessible in times of emergency;
- To intervene when client welfare is at risk;
- Being responsive to your feedback and needs as your practice evolves;
- Responsibly completing paperwork as you file reports to the state and/or Board;
- Staying current on my own continuing education and liability insurance related to clinical supervision.
- _____(other)

As Supervisee, I expect you to actively participate in your own learning and growth in both group and individual supervision sessions. You are expected:

- To uphold ACA Code of Ethics (2014), and the ATCB Code of Ethics (2021);
- To maintain professional liability insurance coverage
- To come prepared for sessions and bring in materials (such as meditations, music, case presentations, etc.) and case material;
- To record and share sessions for review of skills and growth edges;

- To practice therapy and conceptualization skills consistent with client-centered theory and other identified theories of interest (list here):
_____;
- To openly discuss challenges and progress encountered working in the field;
- To grow in authenticity, accountability, and autonomy;
- To identify and give voice to transference, and counter-transference occurrences;
- To consult with the supervisor when confronted with a situation that is beyond the scope of your practice;
- To be open to the supervisor's feedback and be willing to adopt alternative approaches if asked;
- To share if you are uncomfortable doing something that is being asked of you;
- To participate in setting the agenda for each session;
- To communicate emergencies and expectations for support in a timely manner;
- To faithfully and honestly track your supervision and client contact hours; and
- To maintain a commitment to ongoing professional development through identifying skill gaps, growth edges, and training needs.
- _____(other)

Supervisee's Expressed Learning Objectives:

- 1.
- 2.
- 3.

V. PROCEDURAL CONSIDERATIONS:

- Written informed consent must be obtained from clients who will be discussed in our supervision sessions. You are required to inform clients that you are receiving supervision and provide them with your supervisor's credentials upon request. All client information and data will be handled with respect and confidentiality in accordance with federal HIPAA and state laws, and the following codes of ethics: ACA, ATCB, and the CCE Approved Clinical Supervisor.
- Regarding the confidentiality of our supervisory relationship, and like my relationships with clients, I will not disclose our work together, or any of your identifying information to anyone else. However, you are welcome to disclose our supervisory relationship to anyone you choose. Similarly, in an effort to protect and respect your privacy, I will not engage with supervisees through social media or "friending" with the exception of LinkedIn.
- I recommend that you seek your own personal therapy outside of supervision, as working in the counseling field and participation in supervision may stir up personal matters than can create barriers to objectively working with clients. I will discuss these matters only in terms of your professional development and recommend that you seek treatment from your provider as they emerge and

impact your work with clients. I ask that you let me know immediately if you feel I am crossing any personal boundaries with our conversations regarding your personal work.

- Text messaging is acceptable to schedule and cancel sessions and for quick conversations only. Please do not disclose identifying information about a client over a text message. I ask you to only communicate through devices you can ensure are safe and that all sensitive client material be password protected.
- Please refrain from emailing me specific content related to your therapy sessions, as email is not completely secure or confidential.
- Professional liability insurance is required to be maintained by the Clinical Supervisor and the Supervisee. The Supervisee will be expected to provide documentation of coverage prior to the onset of the supervision relationship.
- In the event a client is in imminent danger, call 911 for a medical emergency or 988 in the event of a behavioral emergency. ReSolve Crisis Services can be reached at (888) 796-8226 or their walk-in crisis center can be accessed at 333 North Braddock Ave, Pittsburgh, PA 15208. Pittsburgh Mercy offers walk-in psychiatric assessments Monday through Thursday at 2645 9th St, Pittsburgh, PA 15203, and additionally offers crisis housing services. Acute psychiatric needs may also be met through UPMC Western Psychiatric Hospital at 3811 O'Hara St, Pittsburgh, PA 15213.
- In case of an emergency, I can be reached at 330-502-3177. If I am unavailable during a time of crisis, my supervisor, Daniel Garrighan can be reached at 412-889-9000.
- In the event of a grievance, it is recommended all issues be brought to the attention of Ms. Ackerson immediately. If a supervisee is dissatisfied with the supervision process, a resolution will be attempted to be made collaboratively. In the event no mutual resolution is reached, a referral to another supervisor may be recommended.

VI. SUPERVISOR'S SCOPE OF COMPETENCE:

Jennifer Ackerson, MA, ATR-BC, LPC, ACS, ATCS is a Board-Certified Registered Art Therapist, a Pennsylvania State Licensed Professional Counselor, and an Approved Clinical Supervisor. Ms. Ackerson is a full-time employee of JADE Wellness Center in Pittsburgh, PA, offering outpatient services to adult clients seeking counseling for substance use disorders. Ms. Ackerson is an adjunct faculty member in the Graduate Art Therapy Program at Saint Mary-of-the-Woods College. She is a doctoral student in the Counselor Education and Supervision Ph.D. program at Waynesburg University.

She received a Master's in Art Therapy with Specialization in Counseling at Seton Hill University. Ms. Ackerson completed her undergraduate degree in Psychology with a Studio Arts minor at Kent State University. She has had additional coursework in clinical supervision. Ms. Ackerson is an active member of the American Art Therapy Association,

Pennsylvania Art Therapy Association, Greater Pittsburgh Arts Council, and American Counseling Association.

Ms. Ackerson provides supervision within her area of training and experience. She is licensed as a Professional Counselor through the state of Pennsylvania and is credentialed with Highmark, Cigna, and UPMC insurances. Ms. Ackerson provides individual, group, and family sessions; assessment services; education, training, and supervision related to personal and professional development. She has experience working in co-occurring inpatient and outpatient facilities for the treatment of adolescents, adults, and families. Counseling areas of focus include addictions, substance use, disordered eating, stress, mood disorders, grief, and personality disorders. Additional skills and training include Art Therapy and Art Therapy Supervision. As a Doctoral student, Ms. Ackerson has received supervision education and experience. Additionally, she has received training through 10+ years of clinical experience as a counselor, art therapist, educator, and supervisor. Ms. Ackerson implements elements of several approaches to our clinical supervision sessions, with a concentration on professional development, ethical conduct, building autonomy, and fostering creativity. All supervision sessions will be conducted in an atmosphere of open communication and mutual respect.

VII. TERMS OF THE CONTRACT:

This contract is subject to revision at any time, upon the request of either party. Any revisions to this contract will be made only with the consent of both parties. This contract may be revoked by either party at any time, verbally or in writing, in the event of an unresolvable grievance.

We agree, to the best of our ability, to uphold the points specified in this supervision contract and to conduct our professional behavior according to the ethical principles of our professional associations.

(Supervisee)

(Date)

(Supervisor)

(Date)

This contract is effective from _____ to _____ .
(start date) (finish date)

APPENDIX

The Counselor Self-Efficacy Scale

Response options range from 1 to 5 (agree strongly, agree moderately, neutral/uncertain, disagree moderately, disagree strongly).

1. My knowledge of personality development is adequate for counseling effectively.
2. My knowledge of ethical issues related to counseling is adequate for me to perform professionally.
3. My knowledge of behavior change principles is not adequate.
4. I am not able to perform psychological assessment to professional standards.
5. I am able to recognize the major psychiatric conditions.
6. My knowledge regarding crisis intervention is not adequate.
7. I am able to effectively develop therapeutic relationships with clients.
8. I can effectively facilitate client self-exploration.
9. I am not able to accurately identify client affect.
10. I cannot discriminate between meaningful and irrelevant client data.
11. I am not able to accurately identify my own emotional reactions to clients.
12. I am not able to conceptualize client cases to form clinical hypotheses.
13. I can effectively facilitate appropriate goal development with clients.
14. I am not able to apply behavior change skills effectively.
15. I am able to keep my personal issues from negatively affecting my counseling.
16. I am familiar with the advantages and disadvantages of group counseling as a form of intervention.
17. My knowledge of the principles of group dynamics is not adequate.
18. I am able to recognize the facilitative and debilitative behaviors of group members.
19. I am not familiar with the ethical and professional issues specific to group work.
20. I can function effectively as a group leader/facilitator.

Scoring note: Questions 1, 2, 5, 7, 8, 13, 15, 16, 18, and 20 will be inversely scored

Melchert, T. P., Hays, V. L., Wiljanen, L. M., & Kolocek, A. K. (1996). Testing models of counselor development with a measure of counseling self-efficacy. *Journal of Counseling & Development*, 74(6), 640-644.

The Counselor Competencies Scale – Revised (CCS-R) (Lambie et al., 2018)

can be accessed through the following link:

<https://www.etbu.edu/sites/default/files/downloads/Counselor%20Competencies%20Scales%20%28CCS-R%29.pdf>

Lambie, G. W., Mullen, P. R., Swank, J. M., & Blount, A. (2018). The counseling competencies scale: Validation and refinement. *Measurement and Evaluation in Counseling and Development*, 51(1), 1-15.

Supervisor Evaluation Form (Hall-Marley, 2001)

Purpose: To provide the supervisor with an understanding of her job performance in relation to the supervisee, to suggest areas for improvement, to permit the student to offer feedback to the supervisor in a written form that is based on a set of clear and

previously-established criteria, and to increase the supervisor's competence as a supervisor.

Performance Level Rating Scale:

- 3 – much more of this is needed
- 2 – it would be desirable to have somewhat more
- 1 – it would be desirable to have a little more
- 0 – this area is satisfactory

Directions: Utilizing the Rating Scale above, place the appropriate number on the line provided at the end of each item.

The supervisor is able to:

1. Be flexible and responsive to your changing needs
2. Establish an atmosphere of acceptance and psychological safety
3. Call attention to errors in a tactful manner
4. Recognize and accommodate your level of experience and style of learning
5. Refrain from indiscriminate use of praise
6. Provide opportunities for you to question, challenge or doubt
7. Encourage you to explore the implications of your interventions
8. Encourage you to formulate your understanding of the case material
9. Make specific suggestions when you need them
10. Not foster undue dependence on your part
11. When asked, present a clear, theoretical rationale for suggestions
12. Clearly inform you of legal issues
13. Clearly inform you of ethical issues
14. Be sensitive to the requirements placed on you by your agency
15. Admit errors and/or limitations without undue defensiveness
16. Be concrete and specific in comments
17. Facilitate your understanding of countertransference reactions to your clients
18. Seek consultation when it is needed
19. Summarize and/or highlight major points of the supervisory session
20. Be reached in case of emergencies
21. Help you formulate the dynamics of the client
22. Listen sensitively to you
23. Help clarify and define the nature of the problem(s) you are having in your work
24. Be clear about the limits of the supervisory relationship
25. Deal explicitly with the formal evaluation process
26. Through role-playing or other suitable techniques to help you more effectively intervene with your client
27. Be straightforward with you regarding areas in which you need improvement
28. Be clear with you about the differences between supervision and psychotherapy
30. Maintain an appropriate focus in your sessions
31. "Be there" to meet your needs and not impose her issues on you
32. Be open to discussing any difficulties between the two of you which are hindering your learning
33. Clearly define the nature, structure, expectations, and limitations of the supervisory relationship
34. Make decisions and take responsibility when appropriate

- 35. Make you feel she genuinely wants to help you learn
- 36. Be a good role model for you
- 37. Provide you with general knowledge about professional psychology
- 38. Be sensitive and adaptive to the stresses you are experiencing as a supervisee, and suggestions for ways in which your supervisor could further facilitate your learning.

Summarize the supervisor's strengths and weaknesses as you currently view them and make
