

Counselor supervisors are tasked with the role of directing and monitoring counselors in training during their practicum and internship placements. A comprehensive process of supervision can be a valuable tool for supervisors as they aim to structure the group supervision experience with the most current and effective methods. In an effort to provide a visual tool which combines aspects of research-based models with the integration of a new approach, the authors propose the 360° Case Conceptualization Process for Group Supervision, furthermore referred to as the 360° Process. This process involves a visual tool for counselors in training, using a circle to indicate areas for group and individual focus when conceptualizing a case study. Following the tool as one would the movement of a clock, supervisees can progress through the areas which align with the areas necessary to fully discuss a counseling client.

Accrediting bodies, such as The Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016), require students to engage in supervision during their practicum and internship experiences. Supervisors have the difficulty of combining the tasks and parameters of supervision with the developmental levels of the counselors in training (Bernard & Goodyear, 2009). This critical time in a counselor's development can be largely influenced by the supervision format provided by their instructor and feedback from peers. The Association for Counselor Education and Supervision (ACES, 2011) outlined best practices for supervision and provided recommendations specifically for group supervision and feedback for counselors in training. The best practices suggest that supervisors provide feedback which is both challenging and supportive appropriate to the student's developmental level, experience, and client needs (ACES, 2011). In addition, goal setting related to case conceptualization is an important focus of supervision sessions (ACES, 2011). Counselors in training create increasingly complex case conceptualizations as new associations are able to be made regarding client issues (Constantine,

2001). The use of a visual tool which includes multiple areas for conceptualization process, while challenging supervisees of various developmental levels during practicum and internship experiences may increase student awareness of the many facets of case conceptualization.

### **Developmental Needs of Master's Level Counselors in Training**

An important part of a counselor's training and supervision occurs during their practicum and internship placements. Field experiences provide opportunities to work with a variety of clients, develop understanding of clients, and create treatment plans. Part of this progression of learning involves the processing of feedback, which may be affected depending on how a student receives and understands the provided information (Stoltenberg & McNeill, 2010). Feedback should be accurate, well-thought out, and relevant. Nevertheless, learning and growth are not always linear--counselor trainees may be functioning at different levels of development and require different types of feedback. Incorporating a growth mindset within supervision sessions may help counselors in training embrace learning as opportunities for growth; rather than demonstrations of a grand performance. Teaching mindsets to counselors in training may provide a framework which allows supervisees to more positively approach goals within supervision. Dweck (2006) created the fixed versus growth mindset philosophy within the field of psychology ten years ago, but the concepts are relevant today and in a wide array of areas. In addition, theoretical models such as the Integrated Developmental Model (IDM; Stoltenberg and McNeill, 2010) help counselor educators and supervisors understand the different needs of counselors in training at different times throughout their training and how feedback may change throughout their development.

**Mindsets.** It is important to understand the difference between fixed and growth mindsets in order to create a productive supervision environment. A fixed mindset follows the

premise that intelligence is static and cannot be changed (Dweck, 2006). There is a desire to appear smart and make few mistakes, therefore, not encouraging risk taking, giving up easily when encountering obstacles, ignoring feedback, and feeling threatened by others' success. Conversely, a growth mindset follows the belief that intelligence can be developed (Dweck, 2006). The focus involves learning and embracing challenges as opportunities, persisting in the face of obstacles, growing from criticism, and being inspired by others' success. The goal of incorporating a growth mindset philosophy is to help learners thrive on challenges and respond positively to setbacks (Dweck, 2015). Dweck stresses the importance of all individuals incorporating a mixture of both a fixed and growth mindset, but believes one can work on recognizing the aspects of their own fixed mindsets in order to grow as counselors. A focus on cultivating a growth mindset within practicum and internship experiences may alleviate anxiety which is recognized in Level 1 supervisees. Much of Dweck's work has focused on use within K-12 education, but she has commented the philosophy can be applied to students of all ages (Dweck, 2006). This lack of research in the graduate level and the fusion of the growth mindset with the IDM has yet to be supported.

**Integrated Developmental Model.** When considering self and other- awareness, counselors in training move from a self-focus and limited self-awareness level, to an increase in acceptance and awareness of their strengths and weaknesses (as well as those of the client) (Stoltenberg & McNeill, 2010). The counselor in training also moves from a level of greater dependence on the supervisor to more of a conditional dependence with higher levels of autonomy as they develop confidence (Stoltenberg & McNeill, 2010). The supervision environment created by the supervisor, who has an awareness and understanding of these levels,

can help facilitate confidence in their supervisees by providing the appropriate structure necessary at each point in student development.

The IDM utilizes eight domains in examining counselor trainees' skills and supervision needs. These are *intervention skills competence, assessment techniques, interpersonal assessment, client conceptualization, individual differences, theoretical orientation, treatment plans and goals, and professional ethics* (Stoltenberg & McNeill, 2010). Of these eight domains, *client conceptualization* identifies the differences in how counselors-in-training begin to conceptualize the client and their needs. For example, a beginning counselor (level 1) may overgeneralize client issues based on a very specific aspect of the client's history or assessment data without fully integrating all of the client's information. Whereas, a more advanced counselor (level 3), instead looks for patterns of characteristics which are relevant and examines how various interventions may fit with the client needs and values. Level 3 counselors look at how different variables influence the client as a whole person. Developmental differences in how counselors conceptualize the client impact the feedback needed from a supervisor and their peers during group supervision.

The IDM stresses the idea that counselors-in-training will function at different levels at different periods of time during their coursework (Stoltenberg & McNeill, 2010). Level 1 supervisees are new to the field and thus exhibit less knowledge and awareness regarding theoretical perspective, diagnosis, and intervention techniques. Supervisees in this developmental level may be confused and anxious, focusing on their own insecurities rather than client needs. They depend on the supervisor for direction and are highly motivated to learn.

As counselors in training develop, the IDM addresses their needs for growth through discussion of levels 2 and 3. Supervisees moving through these levels exhibit less dependence

on the supervisor for direction, are able to better understand the worldview of a client, notice nonverbal behaviors of clients, and increase their ability to be reflective (Stoltenberg & McNeill, 2010). Supporting the developmental needs of each supervisee, while challenging them to grow in their counseling practice, are basic foundations of good clinical supervision. This challenge and support can be demonstrated through the case conceptualization process.

The IDM provides a theoretical model which informs the proposed case conceptualization process. Developmentally, the process is appropriate for supervisees of varying developmental levels (e.g., level 1, level 2, or level 3; Stoltenberg & McNeill, 2010) due to the flexibility of the 360° Process. For example, according to the IDM, a level 1 student may benefit from initially focusing on relationship skills and simple interventions. As peers learn additional theories and strategies, these can be presented within the case conceptualization discussion. The structure of the 360° Process is provided in an easily read format, which can be a visual reference during the case conceptualization video and discussion. The provided structure of the 360° Process may reduce confusion about what to do, feelings of incompetence, and anxiety of the supervisees (Stoltenberg & McNeill, 2010). As a level 1 supervisee begins to develop into a level 2 supervisee, the dependence on the process may be reduced. The process continues to be helpful as a student progresses from level to level, the language and depth of each discussed area simply changes. Supervisors may increase focus in some areas in order to meet varying developmental needs of supervisees or course sections, and provide information to deepen student awareness of the various areas within the 360° Process in order to increase student case conceptualization skills.

## **Counseling Case Conceptualization**

The utilization of a case conceptualization process has been reported as one of the most effective methods to understanding theoretical perspectives, but can also prove challenging for novice counselors. The process of case conceptualization requires higher levels of thinking (e.g., cognitive complexity; Welfare & Borders, 2010), including application, analysis, and evaluation (Murdock, 1991). Clients may present complex and varied issues novice counselors struggle to understand. Multiple perspectives from peers during the group supervision process can contribute to a new counselor's skill development and enhance their understanding of the client (Stoltenberg & McNeill, 2010), while increasing student desire to take future appropriate risks based on the encouragement of a growth mindset focus.

The presentation of a case conceptualization can take many different formats within group supervision. Counselor educators and supervisors choose different approaches to meet the needs of their supervisees. There are many approaches, including (but not limited to): reflective teaming (Andersen, 1987), six thinking hats (de Bono, 2008), and the structured group supervision model (Wilbur, Roberts-Wilbur, Hart, Morris, & Betz, 1994). Reflective teaming is a process developed by Tom Anderson for marriage and family counselors more than two decades ago (Andersen, 1987). It has since gained popularity in other fields of counseling—specifically within supervision. Reflective teaming allows the supervisee to hear the team's thoughts and reactions to the client, as well as provides the supervisee an opportunity to present the initial conceptualization of the client. Chang (2010) reported reflective teaming had become a popular innovation within the counselor education and supervision field, but advises using this approach grounded in a clear theoretical foundation. As the approach has evolved, one of the critiques is the lack of consistency and consensus in how it is used (Chang, 2010). The approach has been

criticized as becoming a technique rather than a process to advanced theoretical thinking; however, if the supervisor bases their use of reflective teaming within a theoretical framework, such as a solution focused or a strengths-based approach, they are more likely to use reflective teaming effectively (Chang, 2010). Another critique of reflective teaming within the counseling environment involves the lack of research regarding efficacy of the technique.

The Six Thinking Hats problem solving model has also been utilized in the group supervision process, and parallels de Bono's theoretical perspective of Parallel Thinking (Li, Eckstein, Serres, & Lin, 2008). As the name suggests, there are six different colored hats, which represent areas spanning data gathering, feelings and hunches, negative judgements, values and benefits, creativity, and future plans (Li et al., 2008). This can be presented as a visual tool, reminding counselors in training of the areas of focus; however, it was not originally developed for the group supervision process. Research has proposed an application for this model with counseling interns (Li, et al., 2008).

Finally, the Structured Group Supervision Model (Wilbur et al., 1994) incorporates five steps and a pause or break in discussion. These steps include: plea for help, question period, feedback or consultation, response statement, and optional discussion (Wilbur et al., 1994). While this model incorporates a structure, which Level 1 supervisees may appreciate, it is linear in nature and does not allow for open discussion throughout the process.

### **The Need for a New Process**

While there are a variety of models and processes related to conducting group supervision, the authors were unable to find a process which incorporates a growth mindset while considering the differing developmental levels specifically related to presenting case conceptualizations. Understanding each supervisor has a specific style for case conceptualization, this process allows

for flexibility as to what areas may be included within certain discussion points while incorporating a strengths-based mindset philosophy. It also is adaptable for school, clinical mental health, or higher education foci.

Supervising counselors in training may provide many challenges for counselor educators and supervisors. Meeting the needs of counselors in training who have differing theoretical orientations, levels of experience, cognitive styles, and cultures is not an easy task. Combining these factors with varied rates of development reflects the importance of developing a holistic process which allows for these varying needs and differences.

Group supervision may lack the structure necessary to provide valuable and adequate feedback (Bernard & Goodyear, 2009). Group supervision may not be beneficial to individual supervisees if awareness of developmental levels is not noticed by the supervisor. The environment created by the supervisor lays the foundation for learning which occurs during group supervision sessions. Providing a process for counselors in training which builds on the strengths of each supervisee can contribute to higher levels of motivation and belief in the process. According to Stoltenberg and McNeill (2010), cognitive processing and motivation affect student learning. A process including these factors can better help counselors in training.

Supervisors who understand the necessity of structure during various developmental phases will be more likely to recognize where and when certain levels of support are necessary. When supervisees begin to present case conceptualizations, the supervisor can draw on the different aspects of this process to highlight strengths and help the student develop self-efficacy in their abilities.

This article provides a visual tool for utilization in a group supervision format for mental health and school counseling, Master's and doctoral training environments. Particularly for

those supervisees considered to be developmentally at level 1, according to the IDM, structure and direction are important aspects necessary for growth and development (Stoltenberg & McNeill, 2010). The developmental focus allows the process to continue to be effective across multiple levels of counselors, while the growth mindset component creates an opportunity to provide effective conceptualization and group feedback, while encouraging self-reflective practice throughout their educational and professional work. Goals and components of the 360° Process are supported by literature and research, and can be modified to grow with the developmental needs of each supervisee.

A gap exists in the area of group case conceptualization processes which encourage risk-taking as a supported part of clinical supervision. The goals of this process include filling this gap with a flexible, adaptable tool which encourages reflective practice based on a current theoretical model of supervision (e.g., IDM), while incorporating the use of concepts we know to be effective in supervision while fostering the growth mindset. Therefore, the purpose of this tool is to bridge the gap by introducing a process which addresses current needs for case conceptualization in counseling supervision. We discuss this process and its components in the next section.

### **Process Components & Implementation**

The 360° Process focuses on assisting developing counselors to become more equipped for client conceptualization once they enter the profession. Additionally, the incorporated techniques aim to create standards for practice throughout their careers. These techniques include: context, self-efficacy, reflective practice, multicultural awareness, integrating multiple perspectives, and balancing challenge and support. The contextual features of counseling, along with the viewed counselor response, create a dynamic interplay which should not remain ignored

(Brendel, Kolbert, & Foster, 2002). Through practice in a group supervision setting, accompanied by reiteration of the process in individual supervision, counselors in training will begin to look for the various represented aspects when working with clients in both practicum and internship settings. The hope of these authors is that this skill set will carry over into future professional practice, resulting in a more contextual view of each client served.

Prior to listening to or viewing a tape of a counselor-client interaction, supervisees should be made aware of each of the process components in order to focus more effectively on the session. Research has shown the importance of recognizing and attending to a client's strengths, development, existing supports, and multicultural aspects (Duncan, Miller, Wampold, & Hubble, 2010). These areas are included in the process to help supervisees develop counseling and reflection skills. When examining the 360° Process, the viewer starts at the top of the circle, as if looking at 12 o'clock. The group can then move clockwise throughout the process, stopping at each delineated piece to discuss the listed topic. The beginning half of the circle, marked "group," is specifically designed for peer feedback. During this time, the counselor in training presenting the case conceptualization should sit quietly and listen to the group reflect on the specific areas. The nine areas within the group focus could be discussed as a group, or assigned individually for a specific student to discuss and look for in the tape. Supervisees may spend three to five minutes on each area, resulting in approximately 30-45 minutes of discussion for the group. The remaining time is provided for the student presenting the case to reflect on the areas specific to the provided student comments. In addition, the student will discuss potential future work with the counseling client discussed during the case conceptualization, based on peer discussion and suggestions.

# 360° Case Conceptualization Process

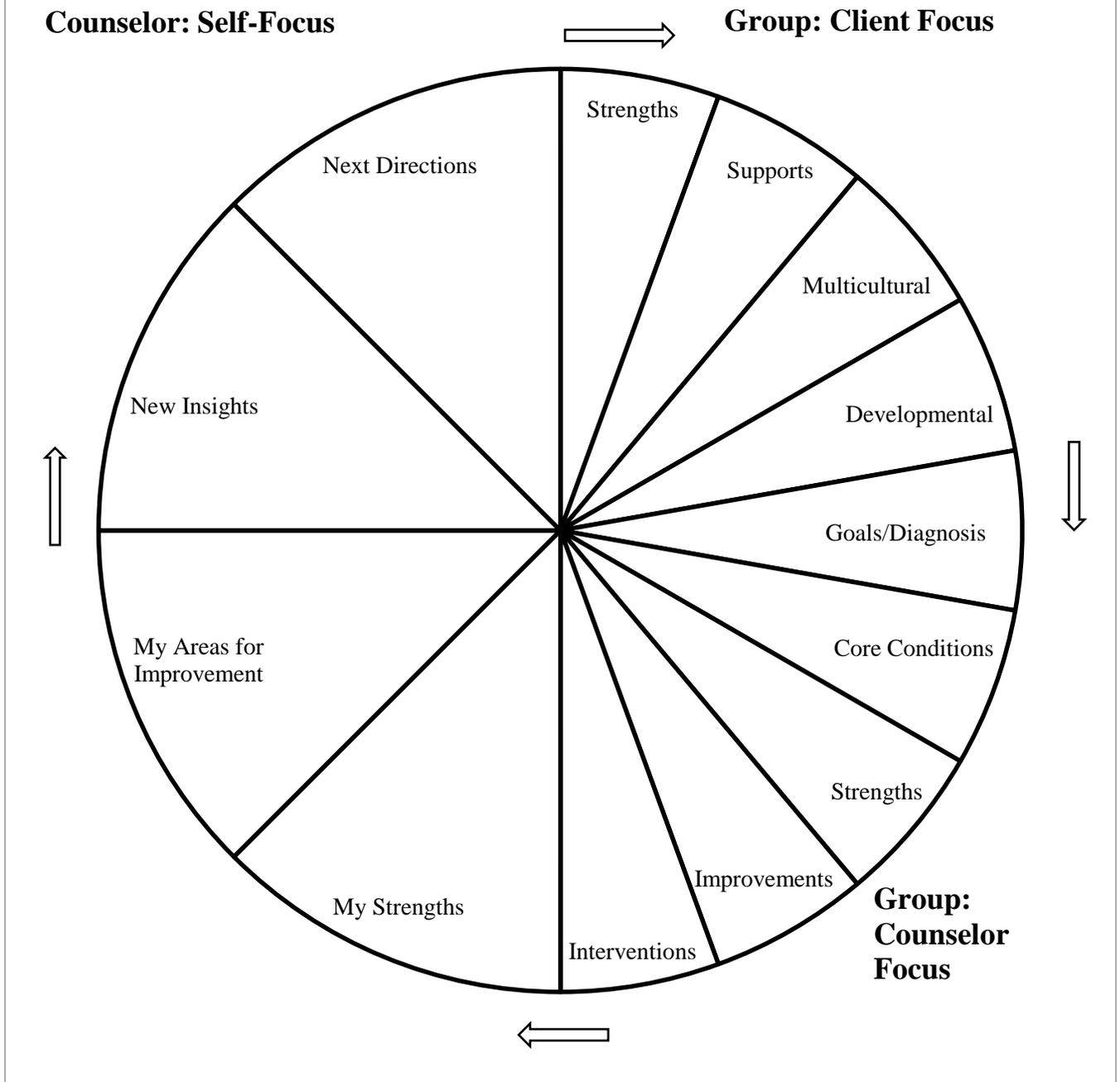


Figure 1. 360° Case Conceptualization Process.

**Group: Client focus.** Applying Bandura's (1977) theory of self-efficacy to the developmental process is performed through the use of a strengths-based design. The group begins by speaking about client strengths recognized through the video or audio tape and/or the use of a written case

conceptualization. Moving in a clockwise fashion, the group reduces pressure on the counselor in training by discussing first the client, and later, the counselor. As the group moves from the developmental area of the client into the counselor portion of the process, areas which may be recognized as more objective are discussed first. Goals of the counselor/client relationship begin this area, next the group examines core conditions used by the counselor, followed by strengths demonstrated in the session. Worthen and McNeill (1996) recognized during a study of supervisory relationships that empathy, affirmation, and the adoption of a non-judgmental stance were reported as supportive and impactful for supervisees. The counseling supervisor can encourage these qualities through modeling and suggestion throughout the beginning practice with the process. Adopting these habits early on may reduce supervisee defensiveness while increasing openness to the conceptualization dialogue (Worthen & McNeill, 1996) for all levels of supervisees.

**Strengths.** Determining potential and visible areas of strength, including to what extent the client currently recognizes and utilizes these strengths should be described. In addition, working to discover ways for the client to recognize their strengths and use them to move towards counseling goals are also important to raise during the beginning of the conceptualization process. This method creates an opportunity for remaining conceptualization discussion to build upon client strengths.

**Supports.** Clients may currently have areas of support in place (e.g. parents, education, church, community). The group may name these supports, inquire whether the client has additional supports or how to assist the client in self-advocacy for supports or resources, and discuss how these supports may play a role in fulfilling client goals.

**Multicultural.** Both the American Psychological Association (APA Competency 2.01b; 2017) and Multicultural Counseling Competencies (Sue, Arredondo, & McDavis, 1992) outline the need for counselors at all stages to be aware of, and fluent in, cultural dynamics. Section F.2.b of the American Counseling Association's (ACA; 2014) *ACA Code of Ethics* states, "supervisors are aware of and address the role of multiculturalism/diversity in the supervisory relationship" (p.13); section F.7.c similarly reflects the need for supervisors to incorporate multicultural material into "all courses and workshops" (p.14). Counselors in training practicing reflection on culture, ethnicity, religion, worldview, and sexual orientation may begin to recognize these client aspects more regularly in future work. While recognition increases, student anxiety may follow suit—particularly the anxiety of level 1 supervisees who may fear taking risks in the multicultural arena.

Taking risks involves understanding the values and beliefs of each individual student. The fear of making a mistake regarding how to handle a discussion about race, culture, sexuality, religion, or able-ness may prevent a student from creating learning experiences in these areas. Counseling supervisors can reiterate the value of working within a growth mindset during group supervision. By taking chances with evidence-based interventions, supervisees can increase their multicultural competence while learning the intricacies associated with these difficult discussions from their peers. The interplay of increasing knowledge and awareness of multicultural aspects with the dialogue and reflection of the contextual aspect of culture is an important skill set for counselor development (Collins, Arthur, & Wong-Wylie, 2010).

Various multicultural aspects should be named and discussed by the group during this portion of the process. Socioeconomic status, able-ness, race, ethnicity, religious beliefs, gender, and sexual orientation may all impact the client in myriad ways (Chung & Bemak,

2012). Raising differences and inquiring to how these aspects were considered in the counseling relationship are imperative to culturally competent practice. The students can reflect on the individual differences and similarities of the student counselor as compared to the client, allowing for inclusion of cultural identity and its impact on client work as well as adhering to the individual differences domain of the IDM (Stoltenberg & McNeill, 2010). Additionally, open and frank dialogue concerning any issues of privilege, prejudice, bias or countertransference should become a natural method for examining and increasing ethical and competent practice (Chung & Bemak, 2012).

**Developmental.** The potential developmental level of the client should be considered, using one theoretical perspective each week to encourage theoretical use for counselors in training without feeling overwhelming. Examining current levels of development, future levels, and whether the client seems to be meeting developmental goals according to their individual values is another important facet of client conceptualization. Discussing various developmental theories and their application to the client will expand counselor in training thinking regarding development as normative (Juntunen, 2002), while increasing both knowledge and comfort level in exploring future clients' developmental needs.

**Goals/Diagnosis.** The goals/diagnosis portion of the conceptualization process is intentionally positioned between the client and the counselor foci. The group will begin speaking about the client's goals for counseling, followed by the counselor in training's goals for the session, as they relate to the counselor's chosen theoretical orientation (relating to the theoretical orientation domain of the IDM; Stoltenberg & McNeill, 2010). Disparities between whether these goals are being met and whether counselor values seem to be imposed should be discussed. Assessments used and those which may be beneficial to the client are covered in this

section, adhering to the assessment techniques domain from the IDM (Stoltenberg & McNeill, 2010). In addition, the group may list areas of strength and thoughts for future direction as well as possible additions to or alterations of the diagnosis in order to meet client goals during this portion of the conceptualization process, and adhere to the treatment plans and goals domain of the IDM (Stoltenberg & McNeill, 2010). Evidence based intervention strategies relevant to the diagnosis should be encouraged during this portion of the discussion. It is important to note that not all clients will meet the criteria for a diagnosis, so relying more heavily on the strengths and wellness focus of the 360° Process may be more appropriate during those conceptualizations.

**Group: Counselor focus**

**Core Conditions.** Carl Rogers reflected on three core conditions which were both sufficient and necessary for individual growth: Unconditional positive regard, empathic understanding, and counselor congruence (Nystul, 2011). Determining whether these conditions, and other microcounseling skills, were reflected during the tape can be discussed by the group. This reflection assists level 1 counselors in training to better understand how others view them and may provide insight into how to further demonstrate these areas to clients. Level 2 supervisees may expand this area to include additional common factors, such as: therapeutic alliance, extratherapeutic factors, and the use of models and techniques (Duncan, Miller, Wampold, & Hubble, 2010).

**Strengths.** Strengths of the relationship, microcounseling skills, body language, intervention choices, and other techniques are discussed during this portion of the process. While level 1 supervisees may express a strong desire to grow in technique and practice, some may fear their tapes do not represent the best or correct intervention choices

(Stoltenberg & McNeill, 2010). Incorporating counselor strengths in the dialogue is an important way to ease anxiety which may accompany the sharing of counseling sessions.

**Improvements.** Feedback provided during this portion of the process should reflect the developmental level of the supervisee group, support for the counselor in training, and constructivism (Gazzola & Theriault, 2007). Counselor progress should be recognized during this time, and improvements should be phrased in form of a question. For example, “I wonder what would happen if, during your next session with this client, you...?” This provides the supervisee with an opportunity to reflect whether each suggestion fits with the values of the client as well as the overall counseling goals, rather than a statement which may come across in a judgmental manner. Each conceptualization should provide two or three areas for suggested improvement. Reminding the group of the growth mindset philosophy will also help formulate constructive feedback for the supervisee.

**Interventions.** This section focuses on the intervention skills competence domain from the IDM (Stoltenberg & McNeill, 2010). Suggestions for future intervention strategies should create a teamwork atmosphere. Fostering ideas for further sessions through problem solving, adhering to counseling goals and client values, and brainstorming for creative and practical ideas may assist the group in increased participation towards assisting their peers (Campbell, 2006). Additional group supervision meetings should include follow-up questions for each supervisee regarding the success of new intervention strategies. This increases accountability and provides insight into potentially successful strategies for use with other supervisees’ clients.

### **Counselor: Self-focus**

This portion of the process allows the individual supervisee an opportunity to reflect on peer group comments made during the first half of the conceptualization regarding the

counseling session. The reflection should be voiced to the group as the supervisee discusses current strengths, areas for improvement, new insights, and the next direction they will take with their client. Level 1 supervisees may find it beneficial to begin verbal visualization of the counseling process as they form schemata regarding the various aspects present in professional counseling (Stoltenberg & McNeill, 2010). Level 2 supervisees may benefit from integrating additional information from the group which adds to the simple examination from the point of view of their client, and begin to recognize the multi-faceted approach necessary for true case conceptualization (Stoltenberg & McNeill, 2010). Supervisees at either level can reflect on this process with the philosophy of a growth mindset versus a fixed mindset, allowing them more insight and opportunities for improvement.

**My Strengths.** Supervisee discussion of personal strengths may become a strong indicator for supervisors regarding developmental level of the student. Supervisees should be encouraged to voice personal strengths to the group, varying the reflection of strengths with each viewed session as well as with increased development.

**My Areas for Improvement.** Level 1 supervisees may demonstrate an increased desire to improve their counseling knowledge and skill set. Assisting these counselors in training in focusing areas for improvement into two or three concrete areas will provide them with the opportunity to be successful in their growth. Challenging their stated areas with comments such as, “Specifically, how will you improve upon that in your next session with this client?” creates an opportunity to visualize and strategize for future work. Level 2 supervisees should be encouraged to offer multiple alternatives to ways they can improve, in an effort to increase their autonomy as a counselor, as well as be “challenged to provide their rationales” behind their thought processes (Stoltenberg & McNeill, 2010; p. 103).

**New Insights.** Counselors in training should be encouraged to discuss new insights regarding their work as a counselor, their progress, and risk-taking attempts in addition to reflecting on novel ideas presented during the conceptualization process regarding their client. Self-awareness is an integral part of professional growth, as is the ability to integrate multiple sources of information regarding counseling clients. Additionally, this portion provides positive feedback to peers who offered suggestions and new methods for conceptualizing clients. Following a full case conceptualization which utilizes the presented process, the supervisee may experience increased confidence and bolstered self-efficacy regarding their ability to work with the specific client (Barnes, 2004).

**Next Directions.** Assessing counselor development and self-efficacy may be performed through the supervisee reflection on future directions with the client. New choices for interventions and integration of multiple theoretical perspectives should be encouraged as developmentally appropriate, to encourage counselors in training to challenge and improve their current work. Following up with supervisees during group supervision regarding which direction was taken and the efficacy of the intervention strategy can provide fodder for additional discussion as well as encouraging peers to adopt new strategies and directions with their counseling clients.

### **Implications for Counselor Training**

The ethical obligation undergirding counselor preparation programs to make a concerted effort to ensure counselors' in training future quality clinical practice is a major task (Lamadue & Duffey, 1999), albeit a necessary one (ACES, 2011; CACREP, 2009). Research has demonstrated how aspects such as differences in personality style can affect a supervisory relationship (Bernard, Clingerman, & Gilbride, 2011; Bernard & Goodyear, 2009; Hein, Lawson, & Rodriguez, 2011). The proposed conceptualization process has the potential to mediate such

effects by integrating peer perspectives and personality types in the training and development of Master's and doctoral level supervisees through reflective practice and utilizing the growth mindset. In this way, peers may encourage others to reflect on ways personality styles may impact the counseling relationship, with the group recognizing verbal and non-verbal behaviors present in the video tape. In addition, the inclusion of growth mindsets may assist counselors' in training with a more constructive way of incorporating potentially difficult feedback into their development. Issues may be reduced by increasing supervisee willingness to incorporate feedback, while challenging their current practice (Hein, Lawson, & Rodriguez, 2011), and utilize self-reflection. All of these skills are goals of this process and align with what Norem, Magnuson, Wilcoxon and Arbel (2006) pointed to as qualities of excellent supervisees-- commitment to professional growth, commitment to excellence in future counseling practice, exceeding program requirements, and proactivity in development of self as a counseling professional.

Glosoff and Durham (2010) cited the critical nature of supervisor assessment regarding supervisee effectiveness in integrating multiple perspectives. Observing supervisee participation in the case conceptualization process will allow the supervisor a broader perspective regarding the ability of each supervisee to recognize additional perspectives and integrate them into future counseling work. As developmental levels shift, an opportunity exists for supervisees to gain insight and awareness from peers who may be developmentally farther ahead. Students with more experience may take risks, incorporate novel interventions, or help their peers increase knowledge or confidence in their counseling practice.

Creating an environment for supervisee development includes the earlier stages of skill building, to the more complex activity of reflective practice (Collins, Arthur, & Wong-Wylie,

2010; Furr & Carroll, 2003; Goodyear, 2014). Peer feedback regarding the listening to or viewing of counseling sessions provides valuable feedback from multiple sources (Goodyear, 2014). Student reflection on received feedback promotes personal change and growth in future counseling sessions. The structure of the process mimics the consultation process--an activity which early counseling professionals may not take advantage of due to fear of appearing less knowledgeable in the field. Increasing levels of comfort with consultation practice may move supervisees through developmental levels towards a more complex conceptualization process. Providing opportunities for each student to reflect on the work of their peers, as well as on their individual work with clients, helps in the development of reflective skills for future work in the field.

Open conversation regarding areas for improving the counseling relationship is encouraged in an effort to provide challenge for the counselor in training. The counselor in training then has the opportunity to reflect on the multiple perspectives offered, synthesizing the information and beginning to think about their own practice and future directions with the client. Counselor in training self-efficacy has the potential for growth due to the expression of peer opinions. Each member has the opportunity to describe their perspective as well as have their perspective valued by the group (Gazzola & Theriault, 2007). Additionally, in a qualitative study by Gazzola and Theriault (2007), it was found that supervisees who determined feedback was critical and unsupportive felt “deflated” (p. 236), particularly when their own progress and strengths went unnoticed (2007). Whereas, Stoltenberg and Delworth (1987) discovered that an optimal approach for feedback requires the discussion of strengths before any corrective feedback is communicated. The strengths-based focus of this process strives to meet the need for

recognition of strengths and progress through continued use of both the group format as well as the process itself.

The 360° Process offers supervisors a method to use within group supervision sessions. The process provides a structure which synthesizes the most important aspects of supervision related to a counselor in training's growth and development. Incorporating development levels, reflective teaming, and designated times devoted to the counselor and the client within the group supervision format is not new to the supervision field; however, combining these practices into one process creates an approach which is provided as a concrete visual tool. This visual tool encourages the group to discuss various interventions and theoretical perspectives, while incorporating strengths of both the client and counselor in training.

In their 2005 article, Fernando and Hulse-Killacky (2005) noted, "...effective supervision is not always the most satisfying supervision, because the hard work that accompanies learning may not always be experienced as the most satisfying" (p. 302). The importance of creating a group supervision environment which emphasizes strengths while encouraging counselors in training to try new interventions or theoretical perspectives can be a critical aspect in counselor development (Stoltenberg & McNeill, 2010). Dweck's mindsets (2006) lend themselves very well to the group supervision process. Instructors can train supervisees in reframing reflections, thoughts, and ideas into a growth mindset philosophy.

The goals for this process are many, yet achievable. Increasing self-efficacy, reflective practice, appropriate risk-taking, and multicultural awareness are integral skills for developing counselors. The integration of multiple perspectives helps balance challenge with support while creating a pattern of conceptualization which will hopefully be carried into their work with future clients. Opportunities to address both the counselor's personal development (including strengths

and areas for learning) as well as a focus on the client's presenting problems and intervention needs, help to create a holistic process that aligns with the Association for Counseling Education and Supervision best practice guidelines (ACES, 2011) and one, we hope other supervisors find effective.

## References

- American Counseling Association. (2014). *ACA Code of Ethics*. Alexandria, VA: Author.
- American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*. Retrieved from <http://www.apa.org/ethics/code/>
- Andersen, T. (1987). The reflecting team: Dialogue and meta-dialogue in clinical work. *Family Process*, 26, 415-428. doi: 10.1111/j.1545-5300.1987.00415.x
- Association for Counselor Education and Supervision, (2011). Best practices in supervision. Retrieved from: <http://www.acesonline.net/resources/>
- Bandura, A. (1977) Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- Barnes, K. L. (2004). Applying self-efficacy theory to counselor training and supervision: A comparison of two approaches. *Counselor Education & Supervision*, 44, 56-69. doi: 10.1002/j.1556-6978.2004.tb01860.x
- Bernard, J. M., Clingerman, T. L., & Gilbride, D. D. (2011). Personality type and clinical supervision interventions. *Counselor Education & Supervision*, 50, 154-170. doi: 10.1002/j.1556-6978.2011.tb00117.x
- Bernard, J. M., & Goodyear, R. K. (2009). *Fundamentals of clinical supervision* (4th ed.). Upper Saddle River, N.J.: Pearson
- Brendel, J. M., Kolbert, J. B., & Foster, V. A. (2002). Promoting student cognitive development. *Journal of Adult Development*, 9, 217-227. doi: 10.1023/A:1016056227344
- Campbell, J. M. (2006). *Essentials of clinical supervision*. Hoboken, New Jersey: John Wiley & Sons, Inc.
- Chang, J. (2010). The reflecting team: A training model for family counselors. *The Family Journal: Counseling and Therapy for Couple and Families*, 18, 36-44. doi: 10.1177/1066480709357731
- Chung, R. C., & Bemak, F. P. (2012). *Social justice counseling: The next steps beyond multiculturalism*. Thousand Oaks, CA: Sage.
- Collins, S., Arthur, N., & Wong-Wylie, G. (2010). Enhancing reflective practice in multicultural counseling through cultural auditing. *Journal of Counseling & Development*, 88, 340-347. doi: 10.1002/j.1556-6678.2010.tb00031.x
- Constantine, M. G. (2001). Multicultural training, theoretical orientation, empathy, and multicultural case conceptualization ability in counselors. *Journal of Mental Health Counseling*, 23, 357-372.
- Council for Accreditation of Counseling and Related Educational Programs. (2016). *2016 CACREP Standards*. Retrieved from: <http://www.cacrep.org/for-programs/2016-cacrep-standards/>
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Ballantine.
- Duncan, B. L., Miller, S. D., Wampold, B. E., & Hubble, M. A. (2010). *The heart & soul of change: Delivering what works in therapy* (2nd ed.). Washington, D.C.: American Psychological Association.
- Dweck, C. S. (2015). Carol Dweck revisits the 'growth mindset'. *Education Week*. Retrieved from <http://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html>
- Fernando, D. M., & Hulse-Killacky, D. (2005). The relationship of supervisory styles to

- satisfaction with supervision and the perceived self-efficacy of master's-level counseling students. *Counselor Education & Supervision*, 44, 293-304. doi: 10.1002/j.1556-6978.2005.tb01757.x
- Furr, S. R., & Carroll, J. J. (2003). Critical incidents in student counselor development. *Journal of Counseling & Development*, 81, 483-489. doi: 10.1002/j.1556-6678.2003.tb00275.x
- Gazzola, N., & Theriault, A. (2007). Relational themes in counselling supervision: Broadening and narrowing processes. *Canadian Journal of Counselling*, 41, 228-243.
- Glosoff, H. L., & Durham, J. C. (2010). Using supervision to prepare social justice counseling advocates. *Counselor Education & Supervision*, 50, 116-129. doi: 10.1002/j.1556-6978.2010.tb00113.x
- Goodyear, R. K. (2014). Supervision as pedagogy: Attending to its essential instructional and learning processes. *The Clinical Supervisor*, 33, 82-99. doi: 10.1080/07325223.2014.918914
- Hein, S. F., Lawson, G., & Rodriguez, C. P. (2011). Supervisee incompatibility and its influence on triadic supervision: An examination of doctoral student supervisors' perspectives. *Counselor Education & Supervision*, 50, 422-436. doi: 10.1002/j.1556-6978.2011.tb01925.x
- Juntunen, C. L. (2002). Development, developmental concerns, and counseling. In C. L. Juntunen & D. R. Atkinson (Eds.), *Counseling across the lifespan: Prevention and treatment* (pp.23-35). Thousand Oaks: Sage Publications.
- Lamadue, C. H., & Duffey, T. H. (1999). The role of graduate programs as gatekeepers: A model for evaluating student counselor competence. *Counselor Education & Supervision*, 39, 101-100.
- Li, C. S., Eckstein, D., Serres, S., & Lin, Y. (2008). Six Thinking Hats for Group Supervision with counselor interns. *Journal of Humanities and Social Sciences*, 2(2), 1-8.
- Murdock, N. L. (1991). Case conceptualization: Applying theory to individuals. *Counselor Education & Supervision*, 30, 355-365.
- Norem, K., Magnuson, S., Wilcoxon, S., & Arbel, O. (2006). Supervisees' contributions to stellar supervision outcomes. *Journal of Professional Counseling: Practice, Theory, and Research*, 34, 33-48.
- Nystul, M. S. (2011). *Introduction to counseling: An art and science perspective* (4th ed.). Upper Saddle River, NJ: Pearson.
- Stoltenberg, C. D. & Delworth, U. (1987). *Supervising counselors and therapists*. San Francisco: Jossey-Bass. In Stoltenberg, C. D., & McNeill, B. W. (2010). *IDM supervision: An Integrative developmental model for supervising counselors and therapists* (3rd ed.). New York: Routledge.
- Stoltenberg, C. D., & McNeill, B. W. (2010). *IDM supervision: An Integrative developmental model for supervising counselors and therapists* (3rd ed.). New York: Routledge.
- Sue, D. W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Counseling and Development*, 70, 477-483. doi: 10.1002/j.1556-6676.1992.tb01642.x
- Welfare, L. E., & Borders, L. D. (2010). The counselor cognitions questionnaire: Development and validation. *The Clinical Supervisor*, 29, 188-208. doi: 10.1080/07325223.2010.491426

Wilbur, M. P., Roberts-Wilbur, J., Hart, C. M., Morris, I. R., & Betz, R. L. (1994). Structured group supervision (SGS): A Pilot study. *Counselor Education and Supervision, 33*, 262-279.

Worthen, V., & McNeill, B. W. (1996). A phenomenological investigation of “good” supervision events. *Journal of Counseling Psychology, 43*, 25-34. doi: 10.1037/0022-0167.43.1.25