**School based Humanistic Counselling**

**Supervision Adherence Scale**

Recording:

Supervisor name:

Rater:

Date of rating:

Use the scale below to rate the items according to the presence of each activity during the supervision segment to which you’ve just listened.

**1. Maintaining a person-centred supervisory stance**

Evidence for this can include an ability to:

* Take a respectful attitude to the supervisee, including an ability to be supportive and non-judgmental, especially in relation to the supervisee’s discussion of clinical errors or mistakes.
* Employ empathic understanding to sense the supervisee’s perceptions, experience and responses to their work.
* Model the conditions of transparency and congruence in responses to the material presented by the supervisee.
* Listen actively to the supervisee in order to help the supervisee reflect on their work.
* Maintain an appropriate balance between a collaborative and an authoritative stance.
* Be reflective and to self-monitor the emotional and interpersonal processes associated with supervisor–supervisee interactions.
* Maintain a relationship that is supportive but does not become ‘therapy’.

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| --- | --- | --- | --- |
| Shows no evidence of | Shows a little evidence of | Shows some evidence of | Shows a lot of evidence of |
| 0 | 1 | 2 | 3 |

**2. Maintaining a person-centred/SBHC focus in the supervision work**

Evidence for this can include an ability to help the supervisee:

* Adopt an approach to supervision in which the supervisee’s primary focus is on the exploration of clients’ and therapists’ *experiences*; rather than on diagnosing clients, judging them, or seeking immediate solutions to problems.

* Maintain a primary focus on clients’ affective experiences.
* Adopt a position of curiosity towards the supervisee’s experiences in offering therapy, and to be open to exploring the meaning of these experiences.

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| --- | --- | --- | --- |
| Shows no evidence of | Shows a little evidence of | Shows some evidence of | Shows a lot of evidence of |
| 0 | 1 | 2 | 3 |

**3. Understanding and applying the principles of school-based humanistic counselling to the supervisee’s work**

Evidence for this can include:

* An ability for the supervisor to draw on knowledge of the principles underpinning SBHC/person-centred therapy: i.e. that the supervisee should practice in a way that is empathic, accepting, congruent, oriented towards the client’s experiencing and emotion; and appropriately professional, safe, boundaried, and ethical.
* An ability to link SBHC concepts and principles (either implicitly or explicitly) to the therapist’s way of being with the client.
* An ability to help supervisees review, apply, and develop their knowledge of the principles underpinning SBHC.
* An ability to support supervisees to reflect on their work using the PCEPS-YP, where appropriate.
* An ability to support supervisees in their use of the Outcome Rating Scale (ORS).

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**Comments**