
Supervising the Counsellor Trainee in the New Millennium

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While Freud and his psychoanalytic colleagues laid the foundations for training psychoanalysts (the first significant psychotherapeutic training system), it was Carl Rogers who can be given much credit for establishing methods and standards that led to the development of many of the generic-like systematic programs for supervising counsellors that are used today. Rogers not only specified the ingredients of effective helping but suggested educational procedures (including the use of audiotapes and experiential exercises) for helping his students become effective therapists. Furthermore, Rogers challenged the counselling profession to empirically validate its processes and procedures.

Following Rogers' lead, the 1960s saw the development of several systematic programs of counsellor supervision. Robert Carkhuff's Human Relations Training (Carkhuff, 1969) emphasized training in various facilitative conditions, à la Rogers, that he believed were fundamental to effective helping. Furthermore, Carkhuff outlined systematic procedures (including the use of audiotapes and experiential exercises) for helping the trainee achieve effective levels of these facilitative conditions. Allen Ivey and his associates (Ivey, Normington, Miller, Morrill, & Haase, 1968; Ivey, 1971) took a somewhat different approach to counsellor training. They emphasized various hierarchically organized microskills of communication that they held to be fundamental to good therapeutic communication and counselling. They developed a highly systematic training procedure known as Microcounselling that used videotape feedback, models, and practice to teach these microskills of communication. Norman Kagan (Kagan et al., 1965) developed a training program that emphasized the importance of trainees focusing on the process of therapy. In Interpersonal Process Recall trainees are asked to recall (with the aid of videotape) from the counselling sessions their thoughts, feelings, aspirations, bodily sensations, and other covert processes. Ultimately, this increased self-awareness helps foster both self and client growth. Parallel to the development of these generic training programs were the various theory-specific training programs such as those associated with Ellis' Rational Emotive Behavior Therapy, Glasser's Reality Therapy, or the structural and strategic approaches of family therapy by Minuchin and Haley.

Various permutations and combinations of these training programs exist today. Emphases tend to be on a skills-facilitative conditions approach, or a process-experiential approach, and some blend the two. Furthermore, there have been

several hundred empirical investigations of these counsellor training programs that suggest they are effective (e.g., Baker, Daniels, & Greeley, 1990; Daniels, 2004). In summary, today's counsellor educator has a wide variety of programs and approaches from which to draw in teaching communication skills, facilitative conditions, and counselling and psychotherapy.

In this Special Issue, a wide variety of issues, approaches, and viewpoints related to counsellor training are presented. In the first article, three of Canada's experienced counsellor educators reflect on three decades of supervision in counsellor education. This article is presented as an interview of the three authors who reflect on the Humanistic Encounters of the 1970s, the Stages and Systems approaches of the 1980s and, the issues of Power, Culture, and Diversity of the 1990s. The authors conclude with a discussion of future challenges in counsellor education and supervision. In the second article, Avraham Cohen discusses a "process-oriented" approach to teaching process-oriented counselling skills with groups. The focus here is on the importance of integrating both personal and professional growth of the trainee with the conceptual and experiential learning of counselling skills. The third article, by Lori Russell-Chapin and Allen Ivey (the innovator of Microcounselling), outlines the most recent development of the Microcounselling Paradigm: the Microcounselling Supervision Model (MSM). MSM is an integrated model of counselling supervision based on Ivey's Microcounselling and favours eclectic and multiple theoretical orientations to learning counselling. The fourth article, by Arthur, Anchan, Este, Khanlou, Kwok, and Mawani, addresses the important issue of how to deal with faculty-student collaborations in research. A number of key issues are discussed here, including how to deal with multiple authorships, coordinating multi-site research programs involving student collaborators, and the benefit and challenges of such collaborations. The authors conclude with recommendations for ethical practice in this area. In the final article on counselling supervision, Kevin Alderson addresses training counsellors to work with sexual minority clients. Alderson surveyed 14 Canadian universities regarding training in dealing with gay and lesbian clients, and he provides a suggested curriculum for counselling psychology programs in dealing with sexual minority clients.

Counsellor education and supervision have come a long way in 40 years. The counsellor educator has a wide variety of training approaches, models, and paradigms from which to choose. Furthermore, there is a considerable body of evidence suggesting the validity of the major training programs. The challenge, then, is to help facilitate the development and growth of the modern helper who not only needs to demonstrate the various strategic skills and facilitative conditions but do so within multi-cultural and multi-perspective orientations. The articles in this special issue address this challenge.

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