

DEVELOPMENTAL MODELS

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LIFESPAN DEVELOPMENTAL MODEL

- Rønnestad & Skovhold (1992a, 1992b, 2003)
- Interviewed 100 American therapists/counselors; 60 re-interviewed two (2) years later.
 - Two student groups: Beginning student group and advanced graduate students of counseling or psychotherapy.
 - Three post-graduate groups of practitioners with the average of 5, 15, and 25 years of professional experience with doctoral degrees in professional psychology.
- Development of eight (8) stage model; collapsed into six (6) stages.
- 20 themes of therapist/counselor development condensed to 14 themes.

(Skovhold & Rønnestad, 1992a; 1992b; Rønnestad & Skovhold, 2003)

PHASE I

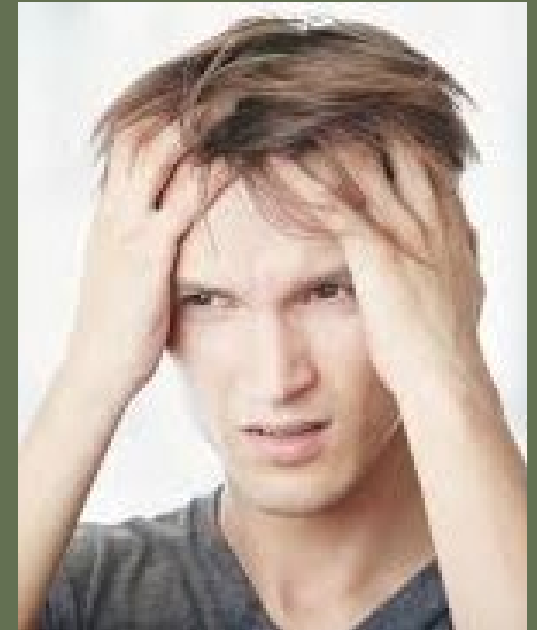
- Phase I: The Lay Helper Phase
 - Characteristics:
 - Identifies the problem quickly
 - Provides strong emotional support
 - Gives advice based on one's own experience.
 - Problems:
 - Boundaries
 - Empathy vs. Sympathy



(Bernard & Goodyear, 2014)

PHASE 2

- Phase 2: The Beginning Student Phase
 - Characteristics:
 - Questions of ability, personal characteristics, and resourcefulness
 - Dependency and vulnerability
 - Apprehension and anxiety
 - Problems:
 - Negative impact of criticism from supervisor
 - Negative feedback from clients
 - Overcome by:
 - Easily mastered, straightforward, counseling methods
 - Observation
 - Open vs. Closed attitude



(Bernard & Goodyear, 2014)

PHASE 3

- Phase 3: The Advanced Student Phase (Intern)
 - Characteristics:
 - Basic established/professional level
 - Increased internal focus
 - Problems
 - Rigid, non-spontaneous, lack of humor
 - Conflict between dependency and autonomy
 - Overcome by:
 - Modeling
 - Grounding in one or two theories



(Bernard & Goodyear, 2014)

PHASE 4

- Phase 4: The Novice Professional Phase (Post-Grad / Resident)
 - Characteristics:
 - Being on one's own
 - Quest for confirmation
 - Problems:
 - Cycle of confirmation, disillusionment, and exploration
 - Balance of personality and theory
 - Overcome by:
 - Personal therapy
 - Defining roles and boundaries



(Bernard & Goodyear, 2014)

PHASE 5

- Phase 5: The Experienced Professional Phase
 - Characteristics:
 - Blending of professionalism with personality (authentic)
 - Flexibility
 - Problems:
 - Personal life begins influencing professional
 - Lack of motivation for continued education (replaced by experience)
 - Overcome by:
 - New challenges
 - Self evaluation



(Bernard & Goodyear, 2014)

PHASE 6

- Phase 6: The Senior Professional Phase
 - Characteristics:
 - Generally 20-25 years experience or nearing retirement
 - Guide / example to others
 - Problems
 - Unaware of the transition
 - Loss / concern for abilities and health
 - Overcome by:
 - Self- acceptance (roles, life stage)
 - High work satisfaction / reflection



(Bernard & Goodyear, 2014)

INTEGRATED DEVELOPMENT MODEL

- Stoltenberg (1981)
- Stoltenberg & Delworth (1987)
- Stolenberg, McNeill, & Delworth (1998)
- Premise: Supervisee may function at different levels in different domains of practice, and will need supervision appropriate for his or her functioning in each area.
- Three Levels: Self- and Other Awareness, Motivation, & Autonomy.
- Sometimes referred to as Beginning, Intermediate, and Advanced.

(Aasheim, 2012)

LEVEL I

- Self- and Other Awareness (cognitive-affective)
 - Supervisee is concerned with performance and competence, and often pays exclusive attention to internal processes at the expense of authentic connection and empathy.
 - Supervisor provides strong oversight, training, skill shaping, and positive feedback.



(Aasheim, 2012; Stoltenberg & McNeill, 1997; 2010)

LEVEL 2

- Level II: Motivation
 - Often pay exclusive attention to their internal processes at the expense of authentic connection and empathy.
 - Early techniques are proving less useful as the relationship becomes increasingly two-person and complex.
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 - Supervisor provides support while avoiding direct advice-giving or answer-providing. Supervisor will maintain appropriate oversight, but will encourage the supervisee to conceptualize and create interventions with an increasing degree of autonomy and initiative.

(Aasheim, 2012; Stoltenberg & McNeill, 1997; 2010)

LEVEL 3

- Level 3:Autonomy
 - Supervisors continuously consider the supervisee's level of autonomy and assess whether that level is appropriately aligned to the supervisee's skill and development level.
 - Autonomy levels will fluctuate over time with supervisees demonstrating independence, dependence, or counterdependence.

(Aasheim, 2012; Stoltenberg & McNeill, 1997; 2010)

LEVEL 3i



- Level 3 Integrated
 - Supervisee has the flexibility and (consistently) effective skill base to move from one practice domain to another with competence and ease.

(Aasheim, 2012; Stoltenberg & Delworth, 1987)

DOMAINS OF PROFESSIONAL FUNCTIONING

A magnifying glass with a black handle and a silver frame is positioned over the word "Assessment". The word is written in a large, orange, serif font. The magnifying glass is focused on the letters "m", "e", and "n", making them appear larger and more prominent than the rest of the word. The background is white, and the entire scene is set within a rounded rectangular frame.

Assessment

(Aasheim, 2012)



VIDEO EXAMPLES





VIDEO EXAMPLES





VIDEO EXAMPLES





VIDEO EXAMPLES





VIDEO EXAMPLES



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