

ACCT CONSULTATIVE SUPERVISION GUIDELINES

As a self-regulating professional counselling association, one of the important values of ACCT is ensuring our counsellors and consultative supervisors continue to develop competency throughout their entire professional careers. We want to stand shoulder to shoulder with counsellors affiliated with other counselling associations in best practices across Canada, following government regulations and industry trends.

ACCT offers competency-based consultative supervision with qualified consultative supervisors who are also experienced therapists. Process-oriented consultative supervision uses a counsellor's awareness, their description of how they conceptualize their client's issues, and their own personal experiences to develop personal insights and enhance professional and ethical skills.

Consultative supervision, as a best practice, consists of regular and consistent sessions based on supervisee competency development, experience, caseload, and supervision goals. ACCT mandates a minimum of 10 consultative supervision hours per year. The consultative supervisory relationship extends over time and may last several years. The process of consultative supervision occurs within the relationship established between the consultative supervisor and supervisee; both the consultative supervisor and supervisee contribute to the relationship and have responsibilities within the process.

Supervision is differentiated from professional development opportunities in that it provides space to expand the counsellor's commitment to professional practices. Supervisees should be aware that they require a primary consultative supervisor who will sign off on their direct client contact hours each year, verify the number of consultative supervision hours obtained in that year, as well as provide an evaluation of competencies. Examples of this core competency area include, and are not limited to, being accountable for operating within their scope of practice, employing practice standards and ethical practices, identifying personal biases and beliefs, demonstrating a willingness to elicit constructive feedback, demonstrating sensitivity to diversity issues, operating in a non-judgmental manner, protecting client confidentiality, defining one's theoretical approach to treatment, and adhering to current laws and regulations.

Supervision provides a framework within which a counsellor can offer an accounting, reflect on performance, and receive feedback and or guidance. Regular ongoing (minimum 10 hours per year spread throughout the year, rather than conducted in a short period of time) supervision is helpful for enhancing the quality of service offered and continuing professional development and support. Consultative supervision is beneficial for improved client care, effective wellness practices, and career development.

CONSULTATIVE SUPERVISION

ACCT requires consultative supervision relationships between the consultative supervisor and supervisee for its RTC, MTC, and RCS members. In this capacity, the supervisor offers advice, feedback, support, and recommendations. In consultative supervision, the supervisee is required to comply with the supervisor's inputs. If they choose not to comply, they are entitled to obtain a second opinion, but if they fail to comply with the initial supervisor's inputs, it is important to note that:

- The consultative supervisor may terminate their contract.
- The supervisee may be reported to the ethics committee, fitness to practice committee, or another applicable committee.
- If there is a complaint filed, and the consultative supervisor's notes are requested, the notes will reveal the supervisee going against the recommended course of action. This may have legal ramifications.

The information below provides guidelines for an ACCT consultative supervision relationship. ACCT consultative supervision requirements are indicated separately towards the bottom of this document.

AN OVERVIEW ON CONSULTATIVE SUPERVISION FOR AN ACCT RCS

Consultative supervision is a professional practice that encourages the counsellor in the process of self-awareness whilst facilitating self-learning, which results in ongoing professionalism and competency. Working under consultative supervision means that a counsellor and/or consultative supervisor uses the services of another more experienced and qualified consultative supervisor to review their counselling practice with clients and their own process of self-awareness. Supervision supports the best practice for the welfare of clients and supports the supervisee's continuing competency development, with the understanding that the supervisee is a qualified professional with responsibility for their own practice. This supervision aims to provide a safe, reflective, supportive space to review and develop one's practice. When there are competency concerns, such as fitness to practice issues, unethical or harmful practices, or working outside one's scope of practice without supervision, the supervisor is able to act as a gatekeeper for the profession.

The Canadian counselling profession has come to accept the following definition of supervision by Bernard and Goodyear (1998):

Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to the clients she, he, or they see(s) and in turn increases the skill and awareness of the junior member.

Several components of supervision are mentioned within this definition.

Supervision is an ***intervention***. There are unique competencies and skills involved in supervision that allow the supervisor to help the supervisee. Supervisors incorporate various therapeutic models and interventions to facilitate supervisee development. The supervisor should explain their methods verbally, and also in writing, in the supervision contract. This provides consent from the supervisee and will help the supervisee understand the processes of supervision, and therefore be a more active participant in the supervision process.

Supervision, as a best practice, is a relationship that ***extends over time***. The importance of the supervisory relationship has received much attention in supervision literature. As in counselling, the process of consultative supervision occurs within the relationship established between the supervisor and supervisee; it involves maintaining a relationship as well as giving attention to the skills and self-awareness of the supervisee. It is important to keep in mind that both the supervisor and supervisee contribute to the relationship and have responsibilities within the process. The fact that this consultative supervision is ongoing allows for the relationship to grow and develop. While not the sole determinant of the quality of supervision, the quality of the relationship between the supervisor and supervisee can add or detract from the experience, and should not be overlooked or neglected. It is important to provide a consultation to determine whether the supervisor and supervisee are a good fit, and at the same time, educate the supervisee on the importance of a positive supervisory alliance similar to a counsellor/client therapeutic alliance. The elements necessary in the relationship are warmth, trust, genuineness, ethical boundaries, confidentiality, and respect.

The exception to the best practice of supervision being a relationship that extends over time is when a counsellor needs immediate feedback for an urgent situation, but their regular consultative supervisor is not available. In situations such as this, it is important to remember that each counsellor is an independent professional, and part of their professional responsibility is to practice ethically. As such, the supervisee should consult with another registered supervisor. ACCT recommends that consultative supervisors provide a backup supervisor recommendation for times when they are unavailable. In the case of an emergency, supervisees must act independently and contact the appropriate authorities.

In addition to ***enhancing*** the professional functioning of counsellors, consultative supervisors have an ethical responsibility to ***monitor*** the quality of care that is being delivered to the supervisee's clients. To enhance the professional functioning of the supervisee and assure quality of care, the consultative supervisor should monitor and provide feedback regarding

supervisee performance. Such work is, of course, based solely on the verbal report of the interactions between counsellor and client. This formative *evaluation* forms the basis of the work done in supervision. Further to this, a formal yearly evaluation is to be completed.

CHARACTERISTICS OF A CONSULTATIVE SUPERVISOR

Supervision sessions should be supervisee centred. In this way the supervisee can own the process, rather than feel that the process is driven and dominated by external factors. The four A's of registered supervision proposed by Todd & O'Connor (2005) describe an effective supervisor as:

- Available: open, receptive, trusting, and non-threatening
- Accessible: easy to approach and speak freely with
- Able: having real training, knowledge, and skills to transmit to the supervisee
- Affable: pleasant, friendly, and reassuring

SECONDARY SUPERVISOR

DEFINITION TBA

AREAS OF SUPERVISION

Consultative counselling supervision falls into the following four main areas:

- Formative: consultative supervisor shares their experience to teach the counsellor
- Normative: consultative supervisor asks the counsellor to account for and justify their work
- Restorative: consultative supervisor offers support if the counsellor is struggling with an ethical issue or an aspect of their practice

- Connective: consultative supervisor supports the supervisee to explore their own emotional blocks that arise during their professional practice

Note: Consultative supervision is not the place for the counsellor to obtain their own therapy, although sometimes issues in a counsellor's life might impact their ability to give full attention to the client, and this may be explored. However, the supervisor might suggest that the supervisee access their own therapy to look at issues in their life.

DIFFERENT TYPES OF CONSULTATIVE COUNSELLING SUPERVISION

The following types of supervision meet the requirements for the 10-hour minimum supervision hours with ACCT:

- Individual Consultative Supervision (one-on-one).
- Direct Observational Consultative Supervision: A consultative supervisor directly observes a supervisee work with clients. This can be done by reviewing video or audio clips, by witnessing a role play or practice peer counselling session, or by witnessing a live individual or group therapy session.
- Dyad Consultative Supervision (one-to-two): An agreement between two supervisees to work with the same consultative supervisor (considered individual).
- Triadic Consultative Supervision (one-to-three): An agreement between three supervisees to work with the same consultative supervisor (considered Group).
- Group Consultative Supervision: A regular meeting of supervisees with a designated consultative supervisor. This is a working alliance between professional and/or student counsellors, and provides a venue for learning. A limit on the number of supervisees is recommended (8 for ACCT).
- Structured Peer Consultative Supervision Group for MTC/RCS: Peers can be a significant source of support and guidance. The shared knowledge and experience can be invaluable when counsellors need feedback on their client cases and how to approach clinical issues. In order for peer consultative supervision to count towards supervision hours it must be structured. The following criteria is required for peer supervision to meet the requirements for the 10-hour minimum supervision hours for ACCT:
 - There must be at least one group member who meets ACCT's definition of a registered consultative counselling supervisor.

- There must be a designated consultative supervisor who meets the criteria (facilitator) for each session who takes notes and keeps a supervision file. The facilitator can rotate.
- There must be a reciprocal supervision contract in place. A template is available [here](#).
- There must be a maximum number of 8 supervisees.

- Strongly recommended: Each group member must also have a primary consultative supervisor who monitors and signs off on DCC hours.

Note: all the above consultative supervision may be done via internet and/or telephone when distance makes it challenging to locate and/or meet with a supervisor.

The following types of supervision **do not** meet the requirements for the 10-hour minimum supervision hours with ACCT:

- Unstructured Peer Consultative Supervision: Involves those who are at the same or similar credential and level of experience who provide support and feedback in a reciprocal process. While it is a valuable source of support and guidance, it does not meet the requirements towards the 10-hour minimum consultative supervision hours. Unstructured and informal peer consultative supervision can count as safe and effective use of self (self-care) hours.

- Didactic Supervision: Theoretical learning within a training or certification program that includes a space for counsellors to explore and present casework in relation to the training criteria. There is a clear focus on developing the capacity to accurately link theory and practice (e.g., EMDR certification, somatic training programs, etc.). Didactic supervision is for a specific accreditation and does not meet the requirements towards the 10-hour minimum consultative supervision hours.

ROLES AND RESPONSIBILITIES OF A CONSULTATIVE SUPERVISOR

Consultative supervisors are responsible to provide ongoing training in the context of related consultatively supervised experiences to enable supervisees to deliver effective and ethical services. Because of this, consultative supervisors must stay up to date, knowledgeable, and skilled in the practice of their profession and in counselling consultative supervision. If

consultative supervisors are no longer actively seeing clients (up to 5 years), this must be disclosed as part of the consultation and informed consent.

Consultative supervisors operate in multiple roles, such as mentor, teacher, consultant, and advisor; they are ethically vulnerable due to the multifaceted nature of the role and the level of influence and power they have in it. Therefore, registered consultative supervisors must also be ethically astute, being aware of and effectively upholding relevant professional codes of conduct associated with their role. They also have a significant influence on their supervisees; it is vital they monitor their own behaviour to ensure they model ethical practice effectively, and do not misuse the inherent power in their relationship with their supervisees. Finally, consultative supervisors are faced with the collective responsibility of protecting the well-being of the clients, the supervisee, the public, and the profession (Corey & Callanan, 2007).

The supervisor's roles are summarized in the following three categories:

- Clinical: assessing and facilitating strategies to meet the learning needs of the supervisee
- Supportive: changing, shaping, or supporting the supervisee's behavior
- Evaluative: evaluating the performance of the supervisee

Clinical: An effective supervisor does not just instruct the supervisee, but should also teach by example through the effective modeling of competencies. The supervisor's role as an instructor is to:

- Evaluate counsellor-client interactions (in all situations and capacities) through the use of direct supervision, case consultation, note review, case conceptualization, treatment planning, etc.
- Identify and reinforce effective actions by the supervisee
- Teach and demonstrate counselling techniques
- Explain the rationale of strategies and interventions
- Interpret significant events in the counselling process
- Challenge the supervisee in a constructive manner

Supportive: A supervisor can be a valuable source of support and encouragement for counsellors. In order to facilitate the supervisee's growth, the supervisor's role as a supporter is to:

- Assist the supervisee in recognizing their personal limitations, to protect the well-being of both the client and supervisee
- Interact with the supervisee in a manner that facilitates their self-exploration, problem solving ability, and confidence
- Support the supervisee's well-being by being aware of and helping the supervisee deal with such things as stressful events, role ambiguity, career development, and skill use

Evaluative: A supervisor has an evaluative role too. The supervisor's role as an evaluator is to:

- Assess the supervisee's skills and approach towards the psychotherapeutic process with the client
- Clarify performance standards to be met
- Negotiate objectives for learning
- Utilize appropriate strategies to address performance and skills deficits in the supervisee's approach with clients

OTHER RESPONSIBILITIES OF THE SUPERVISOR:

In consultative supervision, the supervisor should be prepared to offer practical advice on running an independent practice such as:

- How to maintain professional designation with ACCT—assistance in interpreting the criteria to renew ACCT membership, especially in regards to continuous competency development plans
- Insurance for professional liability
- Venue and workspace ecology
- Collegiality—working with other counselling therapists and professions
- Client care continuity—ways to handle planned and unplanned leaves of absence (e.g., vacation, retirement, disability, professional leave), including appropriate referral options in order to maintain continuity of care
- Record-keeping

- Confidentiality
- Awareness of limitations in knowledge and defining scope of practice
- Commitment to the process of supervision
- Ethics of the profession

WHO NEEDS SUPERVISION?

All counsellors and those involved in the counselling profession, regardless of experience, need supervision. Supervision assists the counsellor with the development of skills, personal health, and professional growth. Counsellors at all stages in their development receive supervision, including students, qualifying counsellors, master level counsellors, and supervisors.

In addition to seeking supervision for client scenarios, supervisors should consider attending the Supervision for the Supervisor course. ACCT encourages (not yet mandatory) Supervision for Supervisors hours that will be recognized in meeting ACCT's annual requirements. In Supervision for the Supervisor, supervisors can explore issues unique to supervision and working with supervisee scenarios.

BENEFITS OF SUPERVISION

Supervision is essential to ensure high standards of professional practice. Ongoing supervision helps counsellors monitor and review the quality of their work, as well as their clients' progress.

Counselling supervision benefits counsellors in three major ways:

- It promotes professional identity. For a student counsellor, the most tangible benefit of counselling supervision is fulfilling one of the requirements towards obtaining a professional counsellor registration. This informs clients and potential clients that the counsellor has received optimal counselling training and supervision, and is qualified to support and counsel their clients.
- It promotes the development of counselling competencies. Registered Therapeutic Counsellors will be improving counselling competencies. There is an evaluation template provided on the ACCT website that covers the following specific counselling competencies evaluated during counselling supervision:

- intervention skills
- assessment techniques
- interpersonal assessment
- client conceptualization
- individual differences and multiculturalism
- course of therapy plan and goals
- professional ethics

- safe and efficient use of self

In addition, the supervisor and supervisee may develop specific counselling competency goals to be achieved during supervision.

- It safeguards the well-being of clients: During supervision, the supervisor's intention is to protect the well-being of the clients that the counsellor supervisee presents for consultative feedback. This can be a great aid to a new counsellor who may be unsure of professional ethics or legal issues. In addition, because of the supervisor's professional experience, they perform many functions such as advising/instructing, supporting/sharing, consulting, modeling, addressing safe and effective use of self, monitoring/evaluating, as well as providing and/or reviewing administrative documents to promote the professional competencies of the new counsellor.

GOALS FOR SUPERVISION

Supervision exists for the following three reasons:

- to protect clients
- to improve the ability of counsellors to provide value to their clients
- to monitor the self-care of the counsellor

The goal of counselling supervision is to help supervisees have a better, more integrated sense of the therapeutic process. Therapeutic process is common to all different forms of counselling and therapy. It concerns the therapist's capacity to be self-aware of thoughts and feelings, of possibilities and limitations in psychological counselling, and of personal and professional boundaries.

REQUIREMENTS TO ADVANCE TO REGISTERED^[1] COUNSELLING SUPERVISOR (RCS) DESIGNATION

In order to advance to Registered Counselling Supervisor designation, you must:

- Complete an approved supervisor training program consisting of a minimum 30 hours.
- Hold the Master Therapeutic Counsellor (MTC) designation.
- Have extensive professional experience, including at least 5 years of registered practice as an RTC/MTC or equivalent, or a combination of 5 years registration between ACCT and another counselling association(s)/provincial regulatory college(s).
- Have attained at least 1,000 direct client contact hours and 150 hours of supervision. Your supervisor(s) must sign a letter of reference and verification of hours to submit with your application. This information must be verified by a reference letter from a current supervisor (6 months minimum relationship and at least 6 hours of supervision) who will confirm the supervision hours and DCC hours you have accumulated during this relationship, and your readiness to advance to a higher level designation within ACCT.
- Have signed verification of past supervision hours from previous supervisors (this can be a letter, or an evaluation that states supervision hours & DCC hours).
- Accept and work within ACCT's Supervisor Code of Ethics and Code of Ethics and Practice Standards.
- Complete the annual ACCT requirements for membership, including 30 hours of Competency Development, which must include a minimum of 10 hours of supervision and a minimum of 8 hours of professional development or continuing education credits per year and may include no more than 8 hours of self-care.
- Pay the professional fees.

You can [apply to advance to RCS status here](#).

NON-ACCT RCS SUPERVISORS:

The ACCT Registered Counselling Supervisor (RCS) designation is not required for a supervisor to be approved for ACCT members. However, the supervisee must ensure that the supervisor they choose meets the qualifications of a supervisor (outlined below).

A non-RCS supervisor must:

- Be an instructor employed by a diploma or degree granting institution, and have a minimum of 5 years of counselling experience in counselling practice in a private or agency setting; OR
- Be a supervisor who is not a member of ACCT who meets the following requirements:
 - Hold a certificate or diploma, bachelor's degree, postgraduate certificate, master's degree, or Ph.D. in counselling or a related field (social work, psychiatry, psychology) from a registered school; or equivalent experience and training
 - Have completed a minimum of 5 years of counselling practice, including a minimum of 1,000 direct contact hours (a minimum of 500 hours should have taken place in Canada)
 - Have received a minimum of 150 hours of supervision
 - Recommended to choose a primary supervisor who work and/or is knowledgeable in the regulations within your province
 - Be a member in good standing in a professional association, or belong to a regulatory organization whose members practice counselling therapy
 - Have current liability insurance

If your supervisor is not an ACCT RCS, we require that you provide us with your supervisor's name, contact information (phone, email address), and registration number with a recognized professional association.

Non-RCS supervisors must sign an ACCT form to attest to the above criteria. It is the responsibility of the ACCT member to provide ACCT with the form signed by their non-RCS supervisor attesting to the above criteria.

ACCT values the continuity of care provided by a non-RCS supervisor who does not meet ACCT criteria, and will consider exceptions to this requirement on a case-by-case basis. ACCT may require additional concurrent supervision hours with an approved supervisor as an alternative.

CODE OF ETHICS FOR SUPERVISORS^[2]

The purpose of this Code of Ethics for Supervisors is to establish and maintain a high standard for supervisors within ACCT. It is intended to inform and protect supervisees (counsellors/therapists undergoing supervision).

Ethical standards comprise such values as integrity, responsibility, competence, and confidentiality.

This Code of Ethics for Supervisors applies to any of the models of supervision. In consenting to this code, supervisors reaffirm their assent to all the other codes of ACCT, and accept their responsibilities to supervisees and their clients, their agencies, their colleagues, the wider community, and to ACCT.

ISSUES OF RESPONSIBILITY FOR SUPERVISORS

Given that the primary purpose of supervision is to ensure that the supervisee is addressing the needs of the client, the supervisor is responsible to:

- Help supervisees reflect critically upon their work.
- Set and maintain clear boundaries between working relationships, friendships, and other relationships, and to make explicit the boundaries between supervision, consultancy, therapy, and training.
- Distinguish between supervising and the ongoing counselling of the supervisee. Ongoing counselling of a supervisee is not permitted, and is considered a dual role.
- Adhere to the principles embodied in this Code of Ethics as well as the ACCT [Code of Ethics](#) and [Standards of Practice](#).
- Recognize the value and dignity of supervisees and clients as people, irrespective of origin, status, gender, sexual orientation, age, or belief.
- Never exploit the supervisee financially, sexually, emotionally, or in any other way.
- Establish clear working agreements/contracts, which indicate the responsibility of the supervisor and supervisees for their own continued learning and self-monitoring. The contract should outline whether the supervisor is the primary or secondary supervisor.
- Together with the supervisee, regularly review the effectiveness of the supervision arrangement, and change it when appropriate.

- Be aware of dual relationships, and therefore not supervise those they are closely related to.

ISSUES OF RESPONSIBILITY FOR SUPERVISEES

The supervisee is responsible to:

- Address their client's needs in their work with the client, and to present and explore as honestly as possible that work with their supervisor.
- Uphold and adhere to ACCT Standards of Practice and Code of Ethics.
- Receive their supervisor's attention, ideas, and guidance, and respond non-defensively to supervisor feedback.
- Set part of the agenda and be prepared to present client cases, session notes, records, and treatment planning.
- Bring to supervision personal factors, transference, countertransference, and parallel processes, and be open to discussion of these.
- Identify goals and tasks to achieve in supervision to attain specific competencies and areas of future development, identify specific needs relative to supervisor input, and ask questions.
- Include their status as supervisee in their informed consent, including confidentiality limits.
- Disclose errors, concerns, and counselling-practice issues as they arise.
- Consult with their supervisor in all cases of emergency. (An emergency is a situation where clients and/or others are at imminent safety risk.)
- Maintain membership "in good standing" with respective regulatory bodies/counselling associations, which includes holding professional liability insurance for their counselling practice.

RCS SUPERVISION OF STUDENTS

When working with student counsellors/therapists, supervisors must ensure that the supervision contract includes assessment of the client work. There is a template supervisee evaluation available on the ACCT website [here](#). Such assessment is in the best interests of clients, the profession, and those responsible for the training of the supervisee.

The criteria by which assessments are to be made must be agreed between supervisees and the training agency, or other bodies responsible for the accreditation of student counsellors/therapists.

All external (non-ACCT) supervisors must supply reports on student work to the training institute's assessment panel or professional association, and these reports should be co-evaluated by the student and supervisor.

Management of potential conflicts of interest must be clear and discussed with the student in advance.

Supervisors must be sensitive to personal or school issues the student may be experiencing. The option of referral to an alternate supervisor may be warranted in some situations.

Supervision must be clearly distinguished from personal counselling. Students are to be referred for personal issues that are not directly associated with the counselling skills under supervision. This is based on the risk of a dual relationship impairing a supervisor's ability to objectively evaluate a student, and on the recognition that the power differential has the potential to be experienced as coercion for a student who is offered personal counselling by a supervisor. Dual relationships are generally discouraged. However, exceptions may apply for dual relationships when roles are clearly defined and no other options are available, and the relationship is healthier for the student. When in doubt, it is recommended that the supervisor disclose any dual relationships with their own supervisor, and that care is taken to protect the student.

Disclosure of personal information must be restricted to information only as it applies to skills for counselling a client.

Confidentiality and performance evaluation information must be carefully balanced.

A protocol for complaint resolution must be clearly defined, and students must be encouraged to raise questions, challenges, and/or doubts to manage the perceived power differential in a manner that protects student interests.

ISSUES OF COMPETENCE

Supervisors possess demonstrated competence in supervision. Supervisors should continually seek ways of increasing their own professional development, including obtaining their own supervision, and wherever possible, specific training in the development of supervision skills.

Supervisors benefit from supervision of their supervision to assist them in monitoring the ethical issues. Supervisors are recommended to obtain 30 hours of ongoing professional development related to being a supervisor every three years (this matches BCACC requirements).

Supervisors have a responsibility to monitor and maintain their own effectiveness. There may be a need to seek help and/or withdraw from the practice of supervision, whether temporarily or permanently.

All supervisors should maintain their own practice in counselling/therapy, or if they have retired, have maintained an active practice within the last 5 years.

Supervisors must have a clear understanding of the legal and ethical implications of a supervisory role with both students and clients.

Self-knowledge and managing countertransference are important skills for counsellors. Supervisors must be confident students are competent to manage these issues. Independent personal counselling may be the most ethical means to satisfy a supervisor's need to evaluate student competence while protecting student confidentiality.

CODE OF PRACTICE

This Code of Practice is intended to give more specific information and guidance regarding the implementation of the principles embodied in the Code of Ethics for Supervisors.

THE MANAGEMENT OF THE SUPERVISION WORK

Supervisors should ensure that their supervisees subscribe and adhere to the ACCT [Code of Ethics](#) and [Standards of Practice](#).

A written supervision contract is required to clarify expectations regarding the format for case presentation, a method of evaluation, recordkeeping, and relevant time frames. A template is available on the ACCT website [here](#).

Supervisors should be clear regarding practical arrangements for supervision, especially regarding the frequency and length of contact time as well as the privacy and safety of the location. The minimum number of supervision hours required by ACCT to maintain a good standing membership status is 10 per year. For further information please see the [supervision requirements](#).

Fees required should be agreed upon in advance, and any increase in fees should be negotiated.

Supervisors and supervisees should make clear the expectations and requirements they have of each other. This should include the way any formal assessment of the supervisee's work will

be conducted. Each party should assess the value of working with the other and review this regularly.

Supervisors should ensure that their supervisees are aware of the supervisor's qualifications, theoretical approach, and method of working, as part of the supervisee contract.

Supervisors are expected to keep records of supervision and supervisee evaluations in accordance with provincial and legal requirements; these records should be kept as part of a supervisor's clinical records.

ACCT members are required to track their client and supervision hours in order to renew their yearly membership. Supervisors should remind supervisees to track their hours and keep an up-to-date log of these hours for their records. When completing the yearly supervisee review, the supervisor will sign off on the hours for the year, as well as the evaluation. The formal sign-off is required for members to advance to RTC, MTC, or RCS status.

Supervisors shall work to build long-term relationships with supervisees in order to be able to identify and document developmental skill improvement. ACCT recommends that supervisees obtain the bulk of their hours with one primary supervisor while completing their first 200 hours required to become an RTC.

INFORMATION FOR SUPERVISORS^[3]

The foundation of ACCT is set on a competency-based framework. Professional practice is an essential component of competency. Professional development and supervision are important ways to verify the competency standards of ACCT members. All ACCT members are required to complete professional development and supervision as part of their professional practices. It is essential that RTCs entering the counselling profession, MTCs continually expanding their scope of practice, and RCSs providing supervision services attain supervision and professional development annually. Government-approved regulations have set the industry trend in Canada to include professional development and supervision as mandatory professional practices of competent counsellors.

ACCT supervisors are required to support supervisees to prepare for future regulations by ensuring supervisees carefully document their direct client contact hours and supervision hours. Supervisees are encouraged to maintain a current log of these hours for their records and have their primary supervisor sign this log yearly.

ACCT supervisors are required to complete an annual supervision evaluation ([sample evaluation](#)) for each of their supervisees. ACCT supervision is based on the competency profile developed by the Task Group for Counsellor Regulation in BC, which has been adopted by several provincial counselling associations to describe the scope of practice of professional

counselling therapists in Canada. The yearly supervision evaluation is intended for both instruction and evaluation.

It is essential that all RCSs be familiar with the [ACCT Code of Ethics for Supervisors](#).

It is required that ACCT Supervisors maintain a formal supervision contract ([Sample Contract](#)) with their supervisees. A contract differentiates peer supervision (no contract) from formal supervision. Peer supervision does not qualify towards supervision hours; however, MTCs and RCSs can utilize formalized reciprocal supervision to satisfy their yearly supervision requirements. MTCs who engage in formalized reciprocal supervision must have at least one member who meets the RCS criteria.

The counsellor and supervisor are required to complete yearly evaluations. How this is completed is to be determined by the supervisor, and ACCT recommends a collaborative process. The ratings should be discussed until both parties are clear regarding the reasoning behind the ratings, especially in areas of difference. The purpose of this yearly evaluation is to develop goals for the supervisee's further professional development. An agreed-upon consensus regarding the ratings is not required; however, it is recommended that agreement is made with respect to the goals for further professional development, and an outline is made with the necessary steps to be taken. The evaluation is to be completed yearly, and signed by both the counsellor and supervisor. [Sample Competency-Based Supervision Evaluation Form](#).

*** NOTE: ACCT requires a reference from a current supervisor (6 months minimum relationship and at least 6 hours of supervision) who will confirm their opinion that a supervisee is ready to advance to a higher level designation within ACCT, or has complied with ACCT sanctions set by ACCT as a condition of membership. The reference should include the amount of supervision hours that were completed, as well as the DCC hours that occurred within the timeframe of the supervision contract. In addition, supervisees must have signed verification of past supervision hours from previous supervisors (this can be a letter, an evaluation that states supervision hours, or receipts confirming attendance).

A SUMMARY OF SUPERVISION^[4]

Clinical supervision is a formal, structured, and contractual relationship between a supervisor and supervisee. The supervisor provides a professional, reflective space for the supervisee to explore ethical issues, discuss client cases, self-reflect, and continue to enhance competent practices. The supervisor provides feedback/guidance for professional development, and support for the ongoing development of the supervisee.

Supervision involves assessing and facilitating the supervisee's growth of counselling competencies to ensure high standards of professional practice, enhancing the supervisee's safe and effective use of self in the therapeutic relationship, fostering effective self-care, discussing the direction of therapy, and safeguarding the welfare of clients.

Supervision is a formal, structured, contractual agreement between a registered (holds the RCS designation with ACCT) or recognized (not registered with ACCT) supervisor and a supervisee. (Similar to counselling, supervision should not be from a friend, relative, or co-worker.) MTCs are not eligible to provide supervision services to supervisees.

Supervision is a relationship that extends over time with regular and consistent sessions. Each supervisor can set their own expectations at the start of the supervision contract regarding what they require to feel comfortable to perform the yearly evaluation.

Supervision can be conducted individually, dyadic, triadic or in a group format. (Note: it is understood that individual and/or dyadic supervision formats are preferred, and it is recommended that group sessions make up a maximum of half of the required hours). Group supervision sessions should have a maximum of 8 supervisees plus at least one supervisor.

Supervision sessions involve evaluating counsellor-client interactions by exploring relationship dynamics, case conceptualization, therapeutic interventions and techniques, treatment planning, session notes, record keeping, and termination of sessions.

Supervisors provide proof of supervision (e.g. log, signed monthly reporting forms, certificate, or letter) confirming annual supervision hours on the annual evaluation form.

ACCT SUPERVISION REQUIREMENTS:

- To uphold industry trends and standards of practice to maintain the public's confidence in counsellors.
- To demonstrate to the public that ACCT has a system in place to hold their members accountable to a competent standard of practice.
- To conduct the annual meeting requirements over a 12-month period to allow supervisors the ability to monitor their supervisee's professional development as well as their fitness to practice as it relates to the counselling profession. ACCT does not approve nor recommend that members complete their annual requirements in a bulk setting (e.g., one or two long sessions clumped together in a short time frame). This would be contrary to the purpose of undergoing regular supervision. Supervision hours are to be spaced out over time in relation to client contact hours.

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