

SUPERVISOR TRAINING: SCHOOL COUNSELING FOR COUN249 INSTRUCTORS AND SITE SUPERVISORS

M.S. in Counseling –Option in School Counseling and Pupil Personnel Services Program
Department of Counselor Education and Rehabilitation, Fresno State

<https://www.fresnostate.edu/kremen/masters-counseling/>



CONTENTS

Coun249 instructors and Site Supervisors, please complete this training within the first 2 weeks of the semester you are overseeing School Counseling Interns. This training is a requirement for our accreditation with the California Commission on Teacher Credentialing (CCTC) and will include the following areas:

- Role & Responsibilities
- Our Program Summary and Requirements
- Contracts
- Purpose of Supervision Training
- Supervision Models and Ideas

DEFINITIONS

- **University Supervisor/Instructor:** The instructor teaches the graduate course, Coun249 (Fieldwork in School Counseling). Meets students (max 8) for group supervision, oversees assignments and requirements of the course, point of contact for site supervisors.
- **Site Supervisors:** Individual overseeing the student intern at the school site or other relevant site. If on school sites, must have the PPS credential.
- **Student Intern:** Individual enrolled in Coun249. Student interns are required to complete course assignments and internship experiences (300 hours per 4 units).
- **California Commission on Teacher Credentialing (CTCC):** Our Pupil Personnel Services Credential is accredited by CTCC, affording our students to obtain the PPS Credential to work as a school counselor in California.
- **American School Counselor Association (ASCA):** National association for school counselors. Our program uses the ASCA National Model and CTC guidelines.
- **SCPEs:** School Counseling Performance Expectations set forth by CCTC. The areas needing 100 hours each for intern students are SCPEs #3, #4, #5 in academic development, college and career development, and social/emotional development (more details in later slides).

ROLE & RESPONSIBILITIES (SITE SUPERVISORS)

In order to supervise and for internship hours to count for student interns, site supervisors must:

- 1) Have a PPS School Counselor credential and a minimum of two years PPS experience as appropriate to the candidate's fieldwork setting.
- 2) Undergo training in models of supervision, the SCPEs, and program fieldwork requirements and share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence. (Note: Hence the purpose of this training).
- 3) Site Supervisors must meet student interns for one (1) hour of individual or one-and-one-half (1.5) hours of small group (limit 8 candidates per group) supervision per week. 600 clock hours are required in a public Pre-K-12 school, must be supervised by a professional who holds a valid PPS credential and is also accessible to the candidate at all times while the candidate is accruing fieldwork hours.
- 4) Site Supervisors are to complete evaluations of student interns at the end of the semester. Each instructor may request an informative assessment of the student intern you oversee. Evaluations are in the Field Placement Handbook pages 30-38: <https://www.fresnostate.edu/kremen/masters-counseling/>

ROLE & RESPONSIBILITIES (UNIVERSITY INSTRUCTOR/SUPERVISOR)

University Supervision Requirements include:

- 1) One-and-one-half (1.5) hours per week of group supervision provided on a regular schedule throughout the field experience, usually performed by a program faculty member.
- 2) Ensures site supervisors get training on program requirements, models of supervision, and the SCPEs. In collaboration with site supervisors, ensures the quality of field experience.
- 3) Assign course expectations and assignments (based on program expectations).
- 4) Oversee the completion and grading of assignments and hours.
- 5) Ensure student intern files are turned in at the end of the semester: Includes site contracts and end of semester evaluations. All forms and contracts can be found in the Field Placement for School Counseling Handbook: <https://www.fresnostate.edu/kremen/masters-counseling/>

PROGRAM SUMMARY & REQUIREMENTS (PUPIL PERSONNEL SERVICES CREDENTIAL PROGRAM, FRESNO STATE)

STUDENT INTERNS' EXPERIENCES AND KNOWLEDGE BEFORE INTERNSHIP:

- Before student interns engage in internship, they have had
 - a minimum of 100 hours of practicum experiences and course work in (but not limited to): counseling skills, multicultural counseling, assessment, life span, career, laws regarding children, and organization of counseling services.
- The other half of the courses that students have to complete concurrently with internship are:
 - group counseling; counseling exceptional children and parents; counseling children; parent education, pupil advocacy, and consulting; advanced educational psychology, and research in education.
- Depending on which course students have taken before engaging in internship, you may see variations in knowledge and experiences.
- However, each student has gone through our clinical review process to ensure they have relevant counseling skills and professional dispositions before moving forward to internship.
- The PPS program is aligned with our MS in Counseling, Option in School Counseling, which is a 48 unit program. Students may not have had all courses before engaging in internship, per our program requirement. See roadmap for school counseling and handbooks for more information on our program: <https://www.fresnostate.edu/kremen/masters-counseling/>

PROGRAM SUMMARY & REQUIREMENTS (PUPIL PERSONNEL SERVICES CREDENTIAL PROGRAM, FRESNO STATE)

During internship, students are to complete 600 hours (hours will change to 800 soon). This usually happens in 2 semesters. Note the following requirements from CTC.

- 1) Experiences in internship should include 100 hours in each of the following School Counseling Performance Expectations (SCPEs #3, 4, &5): academic development, college and career development, and social/emotional development.
- 2) These 3 School Counseling Performance Expectations (SCPEs) could be found in the Field Work Handbook, page 27: <https://www.fresnostate.edu/kremen/masters-counseling/> or you could review all 9 SCPEs in handbook by the Commission on Teacher Credentialing (CTC), page 9: <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/pps-school-counseling-pdf?sfvrsn=4>
- 3) There are 9 sets of School Counseling Performance Expectations that can be found in the handbook by CTC in the link above. Since 300 of internship experiences should come out of SCPEs #3, 4, &5, the rest of the hours from the 600 total could come from the other SCPEs: 1) Foundations of School Counseling Professional Standards; 2) Professionalism, Ethics, and Legal Mandates; 3) Student Academic Development; 4) Student College and Career Development; 5) Social/Emotional Development; 6) Educational Foundations: Growth and Development, Learning Theory, Academic Achievement; 7) Leadership and Advocacy in Social Justice, Equity, and Access; 8) Program Development; 9) Research, Program Evaluation, and Technology.

CONTRACTS

There are two contracts needed before students may begin their internship from August-December (Fall semester) and from January-May (Spring semester). Note that contracts are only valid during the months and days of the University semesters. The two contracts needed are:

- 1) Supervision Contract between the qualified Site Supervisor and Student Intern. This is the Field Placement Planning Contract on p. 27 of the Field Placement Handbook: (put link here).
- 2) Interagency Contract--A Contract between the School District and Fresno State. In order for our student to be covered by the Lloyd's of London SPLIP liability insurance program while working in your agency, your agency must have an internship agreement with the university ... or at least have a signed contract that has been submitted for processing. This list of agencies/districts we currently have a valid internship agreement with is at the end of this presentation in the INTERAGENCY AGREEMENTS WITH FRESNO STATE.

If your agency is NOT on the list, use the Internship Agreement form in Appendix E of the Field Placement in School Counseling Handbook and assist the student to obtain the appropriate signatures.

- The purpose of the "Fresno State Interagency Risk Management Contract" is to indemnify the parties should there be a problem, and to lay out the general terms of the supervisory relationship. Should you have any questions about this, please email Lisa Kao at lisak@csufresno.edu

PURPOSE OF SUPERVISION TRAINING

- Each of you have supervision expertise that is far beyond this training. In addition to fulfilling accreditation requirements, we hope this training on supervision tips and models will be of value to you in honing or establishing your own supervision style.
- Your supervision will help fill in the gaps between theory and practice and course work and field work. There are three primary models of supervision that are presented in these slides: (1) developmental models, (2) integrated models, and (3) orientation-specific models (Person-Centered and Solution Focus).
- This training is adapted from several trainings/sources on supervision. Sources will be denoted in the slides or in the reference slide.
- The many tips and models can be overwhelming so use what you connects best with in guiding your students.

COMMUNICATION TIPS IN SUPERVISION

(MOTIVATIONAL INTERVIEWING, FROM [HTTPS://COPING.US/MOTIVATIONALINTERVIEWING/OVERVIEWOFMI.HTML](https://coping.us/motivational-interviewing/overviewofmi.html))

Using these tips from Motivational Interviewing, the focus is to understand student interns, help them feel heard, empower them, and guide them in their learning.

We all come with our own style of supervision (whether from our families or new learnings). Our styles will reflect who we are as a person and as a supervisor. Using the motivational interviewing style reflects that you are understanding, aware, supportive, and knowledgeable.

Note: Although the examples presented in the images are not specific to student interns, the process in working with them using motivational interviewing is the same.

MOTIVATIONAL INTERVIEWING	
R	RESIST telling them what to do: <i>Avoid telling, directing, or convincing your friend about the right path to good health.</i>
U	UNDERSTAND their motivation: <i>Seek to understand their values, needs, abilities, motivations and potential barriers to changing behaviors.</i>
L	LISTEN with empathy: <i>Seek to understand their values, needs, abilities, motivations and potential barriers to changing behaviors.</i>
E	EMPOWER them: <i>Work with your friends to set achievable goals and to identify techniques to overcome barriers.</i>

Motivational Interview Methods

ASK	Permission	<i>May we talk about...?</i>
	Open Question	<i>What do you know about...?</i>
	Closed Question	<i>How much do you smoke?</i>
TELL	Inform	<i>Diabetes causes blindness.</i>
	Give Feedback	<i>Your tests show...</i>
	Advise	<i>Exercise will benefit you.</i>
LISTEN	Appreciate	<i>You are very courageous</i>
	Reflect	<i>You want to change, but...</i>
	Summarize	<i>Let's see if I got it...</i>

DISCRIMINATION MODEL

(BERNARD, 1979, 1997; BERNARD & GOODYEAR, 2014)

This model sees a supervisor taking on three distinct roles (as cited in Belser, 2017):

Teacher	Counselor	Consultant
<ul style="list-style-type: none">• Evaluate observed school counseling session interactions• Identify appropriate interventions• Teach, demonstrate, or model intervention techniques• Explain the rationale behind specific strategies and/or interventions• Interpret significant events in the counseling session	<ul style="list-style-type: none">• Explore supervisee feelings during counseling session or supervision session• Explore supervisee feelings concerning specific techniques and/or interventions• Facilitate supervisee self-exploration of confidence and or/worries in the counseling session• Help supervisee define personal competencies and areas for growth• Provide opportunities for supervisee to process their own affect or defense	<ul style="list-style-type: none">• Provide alternative interventions and/or conceptualizations for supervisee to use• Encourage supervisee brainstorming of strategies and/or interventions• Encourage supervisee discussion of student problems, motivations, etc.• Solicit and attempt to satisfy supervisee needs during the session• Allow supervisee to structure the supervision session

DEVELOPMENTAL MODELS

Developmental Models of Supervision are a set of models that:

- 1) Respond accordingly to students' developmental level.
- 2) Each student intern will come to you with different learning styles and developmental levels depending on the courses they have had and if they've already completed one semester of internship. Assess what level your student intern may be in is crucial in using the developmental model of supervision. See next page for the levels in the Developmental Model of Supervision. Source: Stoltenberg, Delworth, & McNeil (1998)

HOW TO USE THE DEVELOPMENTAL MODEL

If the intern is in Level 1, you may have observed that they tend to focus more on themselves than the client, appear anxious, use the wrong skills, etc. If this is your student intern, look at the supervision skills and technique (3rd column) to determine what might be helpful to use in supervision with this student--such as skills training. Be mindful that even though in general some student interns may be at higher levels of development, they may still show characteristics of level 1 in areas/situations that they struggle with or are novel to them.

Counselor Developmental Model

Developmental Level	Characteristics	Supervision Skills Development Needs	Techniques
Level 1	<ul style="list-style-type: none"> • Focuses on self • Anxious, uncertain • Preoccupied with performing the right way • Overconfident of skills • Overgeneralizes • Overuses a skill • Gap between conceptualization, goals, and interventions • Ethics underdeveloped 	<ul style="list-style-type: none"> • Provide structure and minimize anxiety • Supportive, address strengths first, then weaknesses • Suggest approaches • Start connecting theory to treatment 	<ul style="list-style-type: none"> • Observation • Skills training • Role playing • Readings • Group supervision • Closely monitor clients
Level 2	<ul style="list-style-type: none"> • Focuses less on self and more on client • Confused, frustrated with complexity of counseling • Overidentifies with client • Challenges authority • Lacks integration with theoretical base • Overburdened • Ethics better understood 	<ul style="list-style-type: none"> • Less structure provided, more autonomy encouraged • Supportive • Periodic suggestion of approaches • Confront discrepancies • Introduce more alternative views • Process comments, highlight countertransference • Affective reactions to client and/or supervisor 	<ul style="list-style-type: none"> • Observation • Role playing • Interpret dynamics • Group supervision • Reading
Level 3	<ul style="list-style-type: none"> • Focuses intently on client • High degree of empathic skill • Objective third person perspective • Integrative thinking and approach • Highly responsible and ethical counselor 	<ul style="list-style-type: none"> • Supervisee directed • Focus on personal-professional integration and career • Supportive • Change agent 	<ul style="list-style-type: none"> • Peer supervision • Group supervision • Reading

INTEGRATED DEVELOPMENTAL MODEL OF SUPERVISION

- Here's another developmental model to guide you in supervision: The Integrated Developmental Model of Supervision. Reference: Salvador, J.T. (2016). Integrated Development Model (IMD): A systematic review and reflection. European Scientific Journal, ESJ, 12, 244.

HOW TO USE THE INTEGRATED DEVELOPMENTAL MODEL

Depending on what level your student intern is, your strategies and interventions may vary. If your intern is in level 3 or 3i and knows what she/he is doing, you'll need to be less structured to allow for growth and self-discoveries. In your one on one supervision meetings, explore and confront ideas for growth. If your intern is in level one, confronting may increase their anxiety (as seen in their characteristic). You'll need to be more structured/prescriptive on what you need to be done and help facilitate for growth. More training and observation/supervision may be needed for level I interns.

IDM Level	Supervisee Characteristics (Motivation, Autonomy, and Awareness)	Client Assignment	Supervisor Strategies	Interventions	Supervisory Mechanisms
1 "Novice"	<ul style="list-style-type: none"> High motivation Limited autonomy with dependency on the supervisor Primary focus on him/herself Anxious (e.g., due to working in a new area or due to the process of being evaluated) 	Mild Presenting Problems or Maintenance Cases	<ul style="list-style-type: none"> Provides structure Encourages risk taking as autonomy grows Act as an expert role model 	<ul style="list-style-type: none"> Facilitative Prescriptive Conceptual Catalytic 	<ul style="list-style-type: none"> Observation Skills Training Role Playing Interpret Dynamics Reading Group Supervision Appropriate Balance of Ambiguity Address Stress, then Weaknesses Closely Monitors Clients
2	<ul style="list-style-type: none"> Fluctuating motivation – high when confidence is high, but low when confusion or when negative affect is experienced 	More difficult clients with more severe	<ul style="list-style-type: none"> More facilitative and less didactic 	<ul style="list-style-type: none"> Facilitative Prescriptive Conceptual 	<ul style="list-style-type: none"> Observation Role Playing Interpret Dynamics
	<ul style="list-style-type: none"> Striving for more autonomy Dependency-autonomy conflict Focuses more on the emotional and cognitive experiences of the consultee 	presenting problems	<ul style="list-style-type: none"> Encourages more autonomy Supports affective reactions 	<ul style="list-style-type: none"> Confrontive Catalytic 	<ul style="list-style-type: none"> Group Supervision Broaden Clientele
3	<ul style="list-style-type: none"> Fluctuations in motivation diminish; and the individual exhibits more constant behavior Greater understanding of self strengths and weaknesses and exhibits greater autonomy Heightened self- and other-awareness and is better able to gauge the emotional impact of others Deep knowledge and integration of learning Here supervision becomes more of a consultation with more collegial sharing (rather than intensive guidance and advice) 		<ul style="list-style-type: none"> Focus on personal and professional integration Supports development of professional identity Helps support consistency in development Development of a consultation relationship with less evaluation 	<ul style="list-style-type: none"> Facilitative Confrontive Conceptual Catalytic 	<ul style="list-style-type: none"> Peer Supervision Group Supervision Strive for Integration
3i "Master Professional"	<ul style="list-style-type: none"> Demonstrates personal autonomy Insightful awareness Develops integration across domains Can confront personal and professional issues 		<ul style="list-style-type: none"> Less structured environment The trainee functions and thinks more independently 	<ul style="list-style-type: none"> Facilitative Confrontive Conceptual Catalytic 	<ul style="list-style-type: none"> Peer Supervision Group Supervision Strive for Integration

PERSON-CENTERED SUPERVISION MODEL

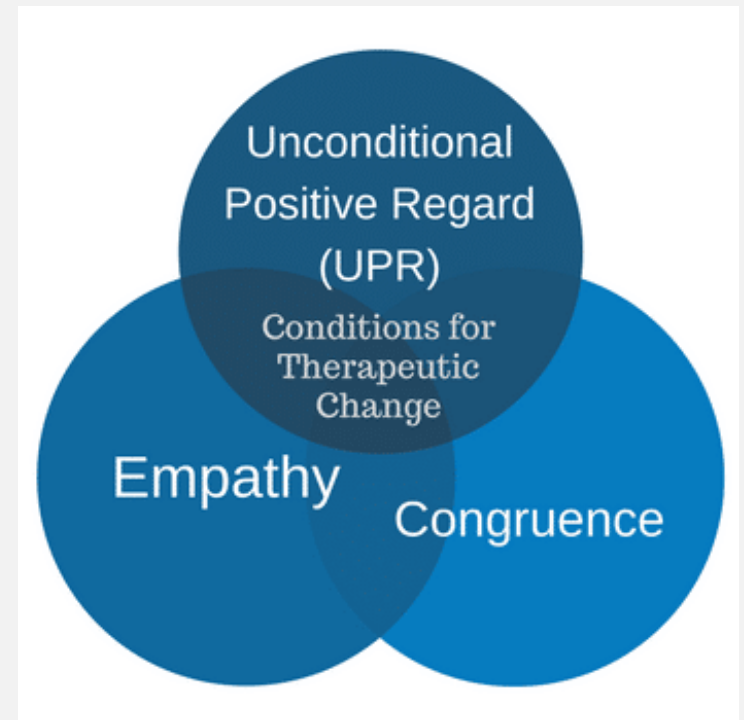
- 1) The Person-Centered Supervision Model is an orientation specific model of supervision.
- 2) When using this model, a supervisor explores with empathy, congruence, and unconditional positive regard to assist interns in actualizing their own strengths and areas of improvements. Focus around the intern's goals.
- 3) Our student interns have been trained in this model in order to be able to build strong rapport with the students they serve. Using this model with other models of supervision can help students feel supported and respected even when they doubt themselves and make mistakes.
- 4) The seven core-conditions from this model that your student interns are familiar with are: Genuiness, Respect, Immediacy, Concreteness, Confrontation, Self-Disclosure, Empathy

HOW TO USE THE PERSON-CENTERED SUPERVISION MODEL

“As a person-centered counselor – lead with your way of being. Be transparent. Be respectful and accepting. Be truly empathic. In busy counseling offices, basic relational skills can get lost in the chaos and “walking the walk” of the person-centered orientation can get – let’s say – misplaced. Ask yourself: Do I care for myself so that I can genuinely care for others? Am I “doing my own work”? We can only be as genuine as our own journey.” -Hamlet (2010)

The intern may be in a state of incongruence, being vulnerable or anxious.

- As the supervisor, be congruent/genuine or integrated in the relationship.
- Provide unconditional positive regard for the intern (non-judgmental warmth and acceptance)
- Show empathic understanding of the interns’ frame of reference and communicate this experience to them.
- The believe of this model is that if interns are guided with empathy, congruence, and unconditional positive regard, they will likely self-actualize and grow.



SOLUTION FOCUSED SUPERVISION MODEL

This Solution Focused Supervision Model is another orientation-specific model that may be of help in supervision. Supervisors using this model:

- 1) Help interns identify what's already working and do more of it;
- 2) Help interns focus on what's possible rather than on causes of what's wrong;
- 3) Help interns move from problem solving and strive for finding solutions; and
- 4) Help interns to stop doing what isn't working and do something different.

Some techniques of solution focus are listed in the next slides but to learn more and get more techniques, see: <https://www.socialworktoday.com/archive/090915p24.shtml>

SOLUTION FOCUSED SUPERVISION MODEL TECHNIQUES (ADAPTED FROM THOMAS, 2013)

1. Highlighting successes. Learning from success is crucial, and highlighting what works and building on it can start with questions such as the following:

- "What's going well this week?"
- "What's the best thing that you did in your work since we last met?"
- "Tell me about your cases. In what ways have you been successful?"
- "How did you manage to be successful?"
- "Despite (_____), how did you do it?"

3. Complimenting. Complimenting is a technique that can be done directly, indirectly, or self-reflectively. Identifying progress is an example of direct complimenting. For example, "You've been able to stay more focused in your sessions instead of concentrating on what to say next." Or, complimenting the intern on professional skills: "One of your strengths is to always find strengths in your clients."

Indirect complimenting involves speculation and engenders critical analysis. Interns are encouraged to find their own strengths. For example, "This student can be so unpredictable. How do you manage to stay calm during his outbursts?"

Self-complimenting encourages reflection on the interns' experiences and the meanings of those experiences. Asking questions that probe their change processes, progress toward goals, and moments of pride allows reflections on events that are too often easily dismissed.

2. Highlighting exceptions. Exception finding is a signature tool of the solution-focused approach. Often, interns are reluctant to take credit for their good work and will attribute success to anything other than their own efforts. Highlighting exceptions reframes the work to reveal the skills and strengths of interns. Consider this exchange:
Intern: "Well, my student must have been in a good mood because she was more talkative this week."

Supervisor: "It's not just that the student was more willing to talk. You did something to make that possible. What do you think that was?"

4. Scaling. Scaling is a tool used in a number of therapeutic modalities. Scales used in solution-focused supervision are to quantify a perception, a concern, or progress. For example, "On a scale from zero to 10, with zero being 'overwhelmed' and 10 being 'calm,' where were you when the student said she was suicidal?" Or, "You say we've talked this through enough and you feel confident you'd be calmer with the next suicidal client. How confident are you, from a scale of zero to 10, with 10 being 'completely confident?'"

Scaling is also used to "scaffold" learning and growth. (Strong, Pyle, & Sutherland, 2009). For example, "On a scale of 0 to 10 with 10 being that you feel most confident to proceed with this case, where would you place yourself?" "What would it take for you to be at a ___?" "What would be happening? What would it look like?"

LAST REMARKS

- 1) Understand where the interns are in their knowledge and skills. May use developmental models and motivational interviewing to guide on how to respond.
- 2) Understand that each student has a different learning style.
- 3) Self-Awareness in multiculturalism and countertransference.
- 4) Support students in their own multicultural growth and countertransference
- 5) Some students are quiet and may not know to frame a question. Encourage students to be proactive but they may not do that because of culture, power dynamic, personality, etc. Try using the person-centered approach to build a trusting relationship to explore these difficult areas.
- 6) Consider strength base methods.
- 7) Understand ethical and legal mandates so you could better guide students. See <https://www.schoolcounselor.org/school-counselors-members/legal-ethical>
- 8) Stay connected with students and university instructors to ensure the success of our future school counselors.

THANK YOU! THIS CONCLUDES THE TRAINING. The last few slides are lists of sites we have internship agreements with and references for this training.

INTERAGENCY AGREEMENTS WITH FRESNO STATE (2020)

Allensworth School District
*Aspen Valley Prep Academy (proposed name change from Valley Preparatory Academy Charter School)
Burrel Union Elementary School District
Butte County Office of Education
Burton School District
Caruthers Unified School District
Central Unified School District
Central Union School District (Lemoore)
Central USD
Chawanakee Unified School District
Chowchilla Elementary School District
Chowchilla Union High School District
Clovis Unified School District
Clovis USD
Coalinga-Huron Joint Unified School District
Corcoran Joint Unified School District
Cutler-Orosi Joint Unified School District
Delano Union School District
Delano Union Elementary School District
Delano Joint Union High School District
Dinuba Unified School District
Dos Palos Unified School District

Earlimart School District
Exeter Unified School District
Farmersville Unified School District
Firebaugh-Las Deltas Unified School District
Fowler Unified School District
Fresno County Office of Education
Fresno Unified School District
Geyserville Unified School District
Golden Plains Unified School District
Golden Valley Unified School District
Hanford Elementary School District
Hanford Joint Union High School District
Hilmar Unified School District
Kerman Unified School District
Kern High School District
Kings Canyon Unified School District
Kings County Office of Education
Kingsburg Elementary Charter School District
Kingsburg Joint Union High School District
Kit Carson Union Unified School District
Laton Unified School District
Le Grand Union High School District
Lemoore Union Elementary School District
Lemoore Union High School District
Liberty Elementary School District
Lindsay Unified School District
Lodi Unified School District
Los Banos Unified School District

INTERAGENCY AGREEMENTS WITH FRESNO STATE (2020)-CONTINUE

Madera County Office of Education
Madera Unified School District
Mariposa Country Unified School District
Mendota Unified School District
Merced City School District
Merced County Office of Education
Merced Union High School District
Modesto City Schools
Oakdale Joint Unified School District
Oak Valley Union Unified School District
Orange Center School District
Pacific Union School District
Parlier Unified School District
Pine Ridge Elementary School District
Porterville Unified School District
Reef Sunset Unified School District
Ripon Unified School District
Riverdale Joint Unified School District
Rosedale Union School District
San Benito High School Unified District

Sanger Unified School District
Sanger USD
Selma Unified School District
Sequoia Union School District
Sierra Unified School District
Tulare City School District
Tulare County Office of Education
Tulare Joint Union High School District
Turlock Unified School District
Valley Preparatory Academy Charter School (formerly Valley Preparatory Academy Charter School
Visalia Unified School District
Wasco Union High School District
Washington Colony School District
Washington Unified School District
Westside Elementary School District
Woodlake Unified School District

REFERENCES

Ideas to create this training adapted from these following resources:

Behavioral Health Collaboration, New Mexico (2018):

<https://www.hsd.state.nm.us/uploads/files/Public%20Information/Public%20Notices,%20Proposed%20Rule%20and%20Waiver%20Changes/Comment%20Period%202018/APPENDIX%20EE.pdf>

Belser, C. (2017). Strategies for site supervisors (ASCA Webinar Series):

https://www.schoolcounselor.org/asca/media/PDFs/WebinarPowerPoints/WEB011917_Belser.pdf

Counselling Tutor: <https://counsellingtutor.com/counselling-approaches/person-centred-approach-to-counselling/the-six-necessary-and-sufficient-conditions-for-therapeutic-personality-change/>

Hamlet, H. (2010). Person-Centered Counseling in Schools. *The Person-Centered Journal*, 17 (1-2), 84-119.

Salvador, J.T. (2016). Integrated Development Model (IMD): A systematic review and reflection. *European Scientific Journal*, 12, 244.