Statement of Supervision Philosophy (2014)
Mark E. Beecher, Ph.D.
Clinical Professor

Center Activities:
- Joint Appointment
  - 60% of my time is in Counseling and Psychological Services (CAPS)
  - 40% of my time is in the Counseling Psychology and Special Education (CPSE) Department.
- Individual and couples therapy
- Group therapy
  - I love group and feel that it is some of the most powerful therapy we do.
  - Each semester I typically co-lead at least one general process group and at least one other group (e.g., Eating Concerns Process Group or Sexual Concerns Group).
- Supervision
- Teaching
  - I teach the following classes in the Counseling Psychology and Special Education Department:
    - CPSE 776R – Advanced Clinical Practicum - for doctoral students in their first semester seeing clients in CAPS
    - CPSE 648 – Introductory Group Psychotherapy
  - I have also taught the following classes:
    - CPSE 647 - Psychometric Foundations and Assessment of Intelligence
    - StDev 109 - Effective Study and Learning
- Research
  - I am involved in several research groups and many projects studying various aspects of the following areas:
    - Individual and group therapy
    - Students with disabilities
    - Multicultural issues (primarily related to Polynesian students)

Professional Interests:
- Group therapy
- Disabilities (particularly learning disabilities and ADHD)
- Assessment
- Multicultural issues
- Eating disorders
- Sexual addictions and other compulsive behaviors.

Theoretical Style:
My main approaches for conceptualizing cases are Existential and Acceptance and Commitment Therapy (ACT); however, I employ interventions from various theories (Existential, ACT, Cognitive-Behavioral, Gestalt, Object Relations, Systems, etc.). I love here-and-now process and believe strongly in using the relationship between client and therapist as a tool to promote change.

**Supervision Style:**

- As every supervision relationship is different, I very much like to know what the supervisee wants from supervision. Usually it is my goal is to create an environment where there will be sufficient safety to allow for the open discussion of fears, difficulties, failures, frustrations, and successes. I feel that there is utility in teaching counseling skills and in discussing specific interventions to employ; however, I believe that major benefit in supervision comes when there can be open dialogue about issues that arise for the supervisee and how he or she reacts to clients. I enjoy watching video recordings (both the supervisee’s and mine) and discussing here-and-now issues related to the client, the therapist, and the supervision relationship.