

Statement of Supervision Philosophy

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Center Activities

I provide personal and marital counseling to students, supervise doctoral students, have a joint appointment with CPSE (40%), coordinate the Student Development 117 course (Career Exploration), and am the CAPS representative for the University Faculty Committee.

Theoretical Style

I have a hard time putting a label on my theoretical style. I would say that I am a constructivist in my leanings with a strong focus on relationships. I am strongly influenced by positive psychology and the focus on strengths. I see my roots in George Kelly, Alfred Adler, Carl Rogers, and to some degree Carl Jung. I find much in common with the existential and humanistic thinkers. I acknowledge the deep pain and suffering inherent in life, but celebrate the good and the positive and spend a lot of my time in therapy helping clients find hope and capitalizing on their own personal resources and the resources around them. I am also very interested in meaning and happiness. I also value the skill building components of CBT, DBT, and positive psychology.

Professional Interests

I have strong interest in supervision. My dissertation examined the "Experience of Good Psychotherapy Supervision." I have also published articles on good supervision and supervision and therapy outcomes. I teach a doctoral class on supervision. I have an interest in the research conducted within CAPS on measuring therapy outcomes and have participated in several studies measuring therapy outcomes. I have a strong interest in positive psychology and have published articles on and have conducted research on well-being indicators as predictors of therapy outcomes. I have an ongoing interest in career theory and application and teach a doctoral class in Career Development and Assessment.

Supervision Style

My supervision style is an exploratory style. I see myself, especially with intern level doctoral students as a co-investigator in serving the client. I often share various paths that could be explored with clients. I assess supervisee intentions as matched with what they are doing in their therapy. I hope to create more intentionality, more coherence, and more sophistication in their responses. I also hope to encourage and foster effective listening, curiosity, great respect for clients, patience in the process, strong empathy, therapeutic humility, and ability to proffer specific skill building when appropriate. I hope to facilitate moving beyond assumptions, taking for granted shared language, and the questioning of common jargon to get at individual meaning and interpretation. I see this as leading to greater understanding and giving attention to the personal nuances of meanings. I place a strong emphasis on being authentic and genuine with clients, which also leads to a focus on here-and-

now interactions and at times strong, but supportive challenges to clients. I see this as a collaborative endeavor, but I also try to assess the developmental level of supervisees and adjust my style to fit their needs.